

40TH ANNUAL MEETING

OF THE



Maryland State Teachers'
Association

CONVENTION HALL OF THE "INSIDE INN"

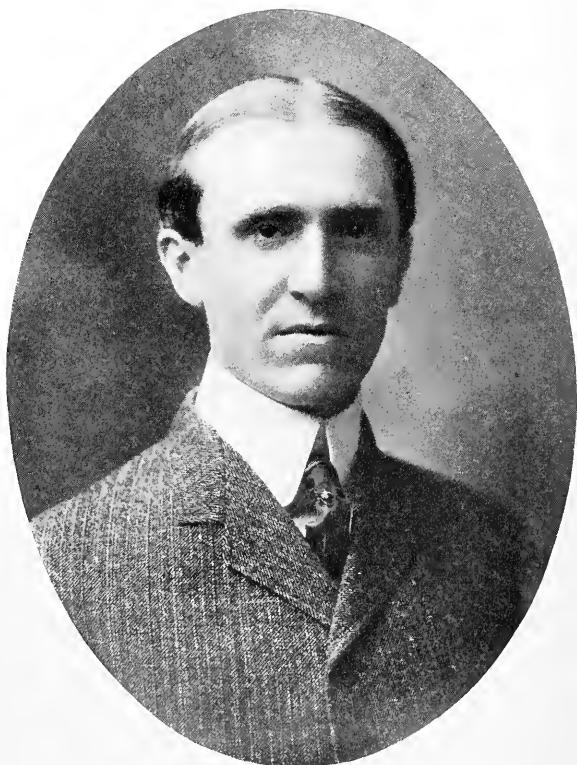
JAMESTOWN EXPOSITION

July 25th, 26th, 27th

1907

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ALBERT S. COOK
Newly Elected President of the Association

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INTRODUCTORY

Since the year 1902 the proceedings of the sessions of the Maryland State Teachers' Association have been printed and the members supplied with copies. Last year it became necessary to extend some financial aid to the Maryland Educational Journal and the Association directed that the proceedings be printed in the July and August numbers of that paper. However, it is generally felt that the pamphlet is much better for filing and reference than any other form, and the minutes of the meeting for this and succeeding years will be printed in book form as was done prior to last year's departure. It is hardly necessary to repeat that the pamphlet of proceedings is intended only for members of the Association. If the material of the present publication is reduced, as compared with former volumes, it is due to the fact that fewer sessions were held in order to give those attending the Association an opportunity to visit the Jamestown Exposition.

Respectfully submitted,

M. BATES STEPHENS,
State Superintendent.

Department of Education, Annapolis, August 15, 1907.

Maryland State Teachers' Association

JAMESTOWN, VIRGINIA, June 25, 8.30 P. M.

The fortieth annual meeting of the Maryland State Teachers' Association convened in the Convention Hall of the "Inside Inn" at 8.30 P. M., President James W. Cain in the chair.

The meeting was opened by "America," sung by the audience, under the leadership of Prof. T. L. Gibson, of the State Normal School, followed by "Maryland, My Maryland."

The opening address was then delivered by His Excellency, Edwin Warfield, Governor of Maryland.

GOVERNOR EDWIN WARFIELD'S ADDRESS.

Governor Warfield was introduced by the President of the Association. The entrance of the Governor was greeted by prolonged applause.

Governor Warfield dwelt somewhat upon the practical things connected with the public schools of the State. He in part said:

KING WILLIAM'S SCHOOL.

In the year 1696 an act of the Colonial Assembly provided for the establishment of King William's School. This was done in 1701. This was the first provision made by law in Maryland for schools of any kind.

The school was continued with some interruption for more than three-quarters of a century. Whilst the act of 1784, which chartered Saint John's College, does not make mention of its being the legal successor of King William's School, the fact that many of the old books and some of the records of King William's School were transferred to Saint John's College soon after its foundation, seems to establish this fact, and it is generally accepted that such was the case.

ACADEMIES.

An early need was felt in Maryland for some form of higher or secondary education. This need began to be supplied by the establishment, by private individuals, of schools known as academies. These schools were supported at first by voluntary contributions or tuition fees.

The first act providing any State aid for these schools, which had then become quite numerous, influential and useful, was passed in 1798. It gave the following academies \$800 each:

Washington Academy.....	Somerset County.
Easton Academy.....	Talbot County.
Charlotte Hall School.....	St. Mary's County.
Frederick County College.....	Frederick County.
Harford County Academy.....	Harford County.

Acts or resolutions passed by the legislature in 1831, 1832, 1835, 1840, 1856, 1864 and 1870 provided aid for numerous other such schools. In counties where there were no such schools of recognized merit, the Academic Fund was paid to the County School Board—the object appearing to be to help each to the extent of \$1,200, though some counties received much more.

In recent years, the need for these old schools has largely been supplied by our County High Schools, and in many cases the appropriation as well as the buildings and other property have been turned over to the County School Boards.

The latest development is a recent recommendation by the State Superintendent of Education to have the entire appropriation diverted to a fund to be increased and equitably distributed among our accredited High Schools. The amount of money distributed in 1906 on account of this fund was \$15,700.

FINANCIAL STATISTICS.

The amount appropriated by the State for the public schools, during the last ten years, is as follows:

1897.....	\$2,190,323.06
1898.....	2,416,992.37
1899.....	2,602,828.59
1900.....	2,594,689.66
1901.....	2,687,797.31
1902.....	2,844,823.17
1903.....	2,866,852.42
1904.....	2,934,656.95
1905.....	3,148,126.36
1906.....	3,353,987.65
Total for ten years.....	\$27,641,077.54

The amount appropriated to academies in 1906 was \$15,700 and to the State-aided colleges and other private schools in the same year, \$186,375.

Average salary paid teachers in Baltimore City in 1906 was \$713.09; and in the counties, \$314.25; making an average for the entire State in that year of \$513.67.

It is interesting to note that the per capita cost of elementary education in Baltimore City during 1906 was \$20.64; and in the counties, \$11.54; and in the entire State, \$16.09.

SCHOOL BOOK APPROPRIATION.

The sixteen cents levied as a State tax, the whole of which goes to maintain public schools, provides an appropriation for books of \$150,000.

This amount is too much for this purpose, and possibly \$50,000 of the sum could be saved to the general fund and added to increasing teachers' salaries.

The sixteen cents should be appropriated for schools with the express provision that County School Boards are to furnish, from the fund, free books to pupils. If we can trust these officials to disburse \$3,500,000 annually to build school houses, employ teachers, and for other purposes, why can not we trust them to furnish the necessary books?

The law, as it now stands, is not in the interest of the man who pays the taxes, but of the individual who publishes and sells books. The line dividing the book money from the general fund should be stricken out; and, if this is done, there will be at least \$50,000 saved annually for general school purposes.

BUT ONE APPROPRIATION FOR THE SAME PURPOSE.

The Committee on Legislation of your Maryland State Teachers' Association should look into these academic appropriations.

The work should be so planned and systematized that the State, as such, will make but one provision for the same purpose. There ought not to be overlapping in the matter of appropriations for the different phases of educational work.

We have a tax of sixteen cents for public education, which includes primary, elementary and high or secondary schools. It would seem absolutely fair that other appropriations should be for academic work beyond that which the high schools are doing.

Colleges should not maintain preparatory or other classes whose work is not more advanced than that of secondary schools, and then expect the State to appropriate money by which scholarships may be created for such classes. Should the State object to a decrease in the amounts which go to private schools, then the number of scholarships may be materially increased by limiting them to work beyond that which the high schools are doing.

PRESCRIBED QUALIFICATIONS FOR SCHOOL SUPERINTENDENTS.

The office of County Superintendent is growing in importance and scope of work each year. His whole time is required by law, and should be given.

When we think of the character of the position, it seems the time has come when some qualifications should be prescribed by law. He ought at least to be a good scholar, a graduate of a college or university perhaps, and should also have been a successful first grade, first-class teacher. His work has become so professional that not to meet the requirements puts him at a disadvantage.

As many teachers take a summer course in methods of teaching, perhaps our superintendents could improve themselves and add to their proficiency by taking a summer course in school administration and supervision.

A progressive spirit is abroad in educational work, and we must be up and doing, if we are to keep in the front ranks of the profession.

CHARACTER BUILDING.

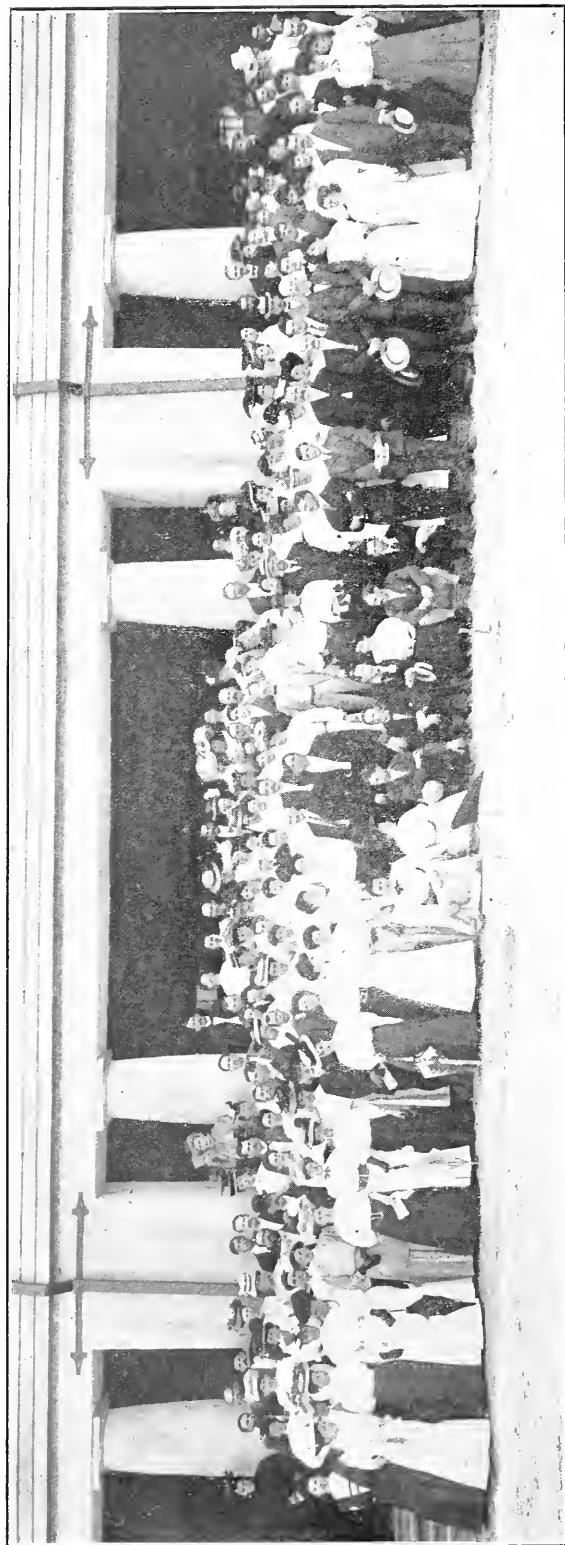
Teachers, you must remember there are many things in education which your pupils cannot learn from books. You must make yourselves the text on these things.

You must inculcate in your scholars habits of politeness, truthfulness and honorable conduct, teach them to be courteous to and considerate of others, and let your own lives be exemplary in every way. If they love and respect you, they will try to be like you.

Be worthy of imitation. Remember the impression you make on them will probably last a lifetime, and will influence them for weal or woe. Teach them to honor the flag which ought to be the property of every school.

Inspire your pupils with high ideals, so that when they become citizens of the State they will live noble lives and meet all the requirements of good citizenship. Citizenship is a splendid heritage, and our public school teachers are in a large sense its custodians. You must guard it with a jealous eye, and if attacked from any quarter by insidious foes, you should exert yourselves to thwart the attack.

The President of the Association then arose to make his Inaugural Address and was heartily applauded.



MEMBERS OF THE MARYLAND STATE TEACHERS' ASSOCIATION
JAMESTOWN EXPOSITION, 1907

Annual Meeting of the Maryland State Teachers' Association

NORFOLK, VA., June 25, 1907.

PRESIDENT'S ADDRESS.

It is with a sense of peculiar privilege and pleasure that I welcome the members of the State Teachers' Association to this annual meeting, and add my personal and official appreciation of the warm welcome that has been extended to us on behalf of this old Commonwealth of Virginia. Here amid these historic surroundings we will find much to interest us, and the wonderful display of all that is best in the science and civilization of today cannot fail to be instructive and helpful to us in our work as teachers. I must commend your Executive Committee for the good judgment they have shown in the arrangement of the programme so as to allow the fullest opportunity for sightseeing and investigation, and I can make no better suggestion to you than that you take the fullest advantage of this opportunity.

As your presiding officer, I feel it my duty to submit to your consideration two matters which I believe should interest all those in any way connected with the educational system of our State. Before presenting them, however, I wish to assure you that I do so in no selfish or controversial spirit. While the desirability of a change in respect to these matters has occurred to me as a consequence of the work I am trying to do, the matters themselves are fundamental in any complete scheme of State education, and I deserve the serious consideration, not only of teachers, but of every citizen of the State. I refer to the anomalous position of the graduates of the State Normal Schools, and to the lack of co-operation and co-ordination between the public schools and the colleges which receive State aid and are to that extent a part of the educational system of the State.

As a part of the general school law of Maryland there is a mandatory provision for the maintenance of these normal schools, and the State appropriates annually \$31,500 for their support. And yet there is absolutely no provision whereby the State is to get the benefit of whatever training the students in these schools may acquire. The two striking anomalies of the situation are that the graduates of these schools are without any clearly defined status as to grade or class, and that the county school

authorities are under no obligation to appoint them as teachers, however excellent their record or qualifications.

The By-Laws of the State Board might be interpreted to give the authority to the principal of each normal school to grade the diplomas as equivalent to a first-class certificate; but he ought not to be charged with this responsibility, and it is questionable whether he should be given this authority. Another inconsistent provision of the law makes it possible for him to issue a certificate to any students or to any person, and this certificate may be the means of securing the holder a position as a teacher in preference to those far better qualified and who have pursued a full course of training in the normal school. I am sure that none of the present principals would ever abuse this power; but it is an unwise provision and should be altered. It is, however, of minor importance as compared with the failure to clearly define the status of the normal school graduate and to require the school authorities to give a graduate the preference when other qualifications are equal.

There can be no doubt that the scholastic qualifications of a graduate of the normal schools are at least equal to the requirements as specified by the State Board of Education for a holder of a first-grade certificate. As her experience is slight, and her professional ability a somewhat unknown quality, she should not be graded as first class; but I can see no reason why the holder of a normal diploma should not be graded as the holder of a first grade, second-class certificate. With equal force may it be said, as she is required by law to give her services to the State, so should the county school authorities be required to appoint her unless there is among the applicants a holder of a certificate of higher qualifications.

To sum the matter up, the law should be amended so as to grade the graduate of a normal school as the holder during the first two years after graduation of a first grade, second-class certificate, and to require the school authorities to appoint these graduates in preference to other applicants of equal grading, unless they reject her on the ground of moral unfitness, and so state.

I am aware that many objections can be readily made to this requirement, but, after considering the matter in all its aspects, I am convinced that it will work no serious disadvantage to anyone and will result to the great good and advantage of the public schools of the State. Nothing that I have said must be construed as reflecting upon the work of the many excellent teachers throughout the State who have never attended a normal school, and who have nevertheless attained great skill as teachers. The recommendation I have made would still leave the door of opportunity open to the ambitious and determined teacher; it would on the other hand require the county school authorities, at least, to give a fair trial to those whom the State has trained at great expense, and be a most effective means of putting an end to nepotism and politics in our school system.

Let me now set forth the second matter I wish to present to you; namely, the relation, or rather the lack of relation, between the public schools and the more advanced institutions—the college, professional schools, and universities—that receive State aid. A short review of historical facts in connection with these institutions will conduce to a clear understanding of the situation.

In 1782 the Legislature of Maryland authorized the Trustees of the Kent County Free School, the records of which reach back at least to 1727, to erect the said school into a college for higher learning, and in this act created the oldest chartered institution of learning in the State. Two years later St. John's College was chartered, and the same act erected Washington College and St. John's College into the University of Maryland. The university so created never developed into a *de facto* institution, but it remains today, so far as I can learn, the University of the State, unless the issuance of another charter in 1807 may be regarded as repealing the charter of 1784. Later followed the charters of Maryland Agricultural College, Western Maryland College, and the other colleges and professional schools of the State.

Now, the language of the charter of Washington College, the oldest of all, clearly shows that it was the intention of the State that this college should be a part of the educational system of the State, and that students should be able to pass from the county schools into this college with as much right and readiness as he could pass from one grade or class to another in the schools themselves; and what is true of Washington College is substantially true of all the colleges in the State, because the language of all follow very closely the language of the first charter. Moreover, the provision for the maintenance of these colleges in the setting aside of certain licenses and fees is very similar to the provision made for the maintenance for the public schools. All these colleges have always drawn some revenue from the State, and always must expect to derive their main income from State appropriations, and it does seem that we should be able, in the interest of economy and co-ordination, to work out some more consistent and intelligible relation between the public schools and the higher institutions that receive State aid and that are in greater or less degree State institutions.

The wisdom of maintaining a State university may be questioned, and I have no desire to advocate the creation of such a university in the sense in which it is ordinarily understood. But we have an opportunity to bring into co-operation and co-ordination, not only with themselves, but with the entire public school system of the State, and to create, and to conduct with little if any additional expense, a university scheme of education that would be peculiar to Maryland and yet as complete, as comprehensive, and as good as could be found anywhere in the country, and which would be a university in fact, as well as in name.

There should be constituted a university council in which all the higher institutions that receive State aid should be represented and consisting of

the presidents of the colleges, the deans of the faculties of the various professional schools, and, if possible, the President of Johns Hopkins University, as representing the only institution in the State that is doing university work, as that term is understood among educators, and also as a recipient of State aid. Let it be the function of this council to correlate the work in the various colleges and professional schools; provide for a uniform system of examinations; a proper scheme of scholarships; and the recognition and acceptance of the diplomas or certificate of the high schools which the State Department of Education certifies are doing good high-school work. Such an arrangement would enable students to get here in Maryland an educational training from the kindergarten to highest university specialization, and it would give to college and professional schools and universities standards of definiteness that they now lack, and which must result to the advantage of all concerned. Nor need this be accomplished at the sacrifice of anything that is historical or valuable in the local autonomy of the several colleges. Each could continue to manage its affair something after the manner of the English Universities and preserve all that is good in its traditions and customs. There would remain not only the old opportunity for healthy rivalry, but there would be added the stimulus to better work under the supervision and opportunity for better comparison. There need be no greater drain upon the treasury of the State. These colleges are now mainly supported by the State. There is no reason why they should not continue to exist in usefulness with the same assistance under the new scheme as in their present disconnected and independent condition. Experience has shown that the expense of maintaining a group of small schools is but slightly, if anything, greater than for one large university. The day of the small college has returned. The judgment of the best educators of the country today is that the average young man is better trained and reaches his life's work in a more healthy intellectual and moral condition in a good small college than in a large university. And this judgment is no disparagement of the work done in the universities. For the student of unusual capability and self-control, they afford fields of study and research not open to him in the smaller colleges; but the fact remains, that in most cases the conditions that made the reputation of the large universities existed while they were comparatively small colleges, and, they would gladly return to those conditions, if they could do so without sacrifice of numbers and educational opportunities for the few bright students.

The reformation of these two matters, the relation of the public school to the normal graduate and to the college and university, is one that should command the interest and support of this organization. The grammar schools and the high schools cannot be indifferent to the work and welfare of the colleges, and the colleges on the other hand are absolutely dependent upon the public schools. Since both are the creation and dependants of

the State, it seems to me that they should be brought into some consistent and helpful relation as I have suggested.

The meeting was then declared adjourned until 10 A. M. on Wednesday.

Respectfully submitted,

HUGH W CALDWELL,

Recording Secretary.

REPORTS OF COMMITTEES AND BUSINESS MEETING.

Dr. Cain appointed the following committee to audit the Treasurer's report: John T. Hershner, Elizabeth Meade.

In the absence of Secretary H. E. Austin, of the Maryland State Reading Circle, his report was presented by State Superintendent Dr. M. Bates Stephens.

The report follows:

MARYLAND STATE TEACHERS' READING CIRCLE.

BALTIMORE, JUNE 21, 1907.

To the Maryland State Teachers' Association—Ladies and Gentlemen:

I have the honor to submit to you the sixth annual report of the Board of Managers of the Maryland State Teachers' Reading Circle. Our records for the year 1906-07 show an enrollment of 830 which shows a slight falling off from the membership of 893 reported last year. The membership this year is distributed among the counties as follows:

Allegany	109	Howard	20
Anne Arundel.....	35	Kent	52
Baltimore	0	Montgomery	78
Calvert	0	Prince George	0
Caroline	18	Queen Anne.....	50
Carroll	0	St. Mary's.....	0
Cecil	124	Somerset	30
Charles	0	Talbot	0
Dorchester	5	Washington	50
Frederick	89	Wicomico	100
Garrett	33	Worcester	24
Harford	11	Baltimore City.....	2

The counties of Allegany, Frederick, Kent and Montgomery show increases in membership of seventy per cent., thirty-nine per cent., one hundred per cent., and fifty-six per cent., respectively. Cecil and Wicomico Counties, which have been for several years close rivals in reporting the highest percentage of their teachers enrolled, change places this year.

Wicomico reports one hundred per cent. of her teachers enrolled; Cecil, ninety-five per cent.; Montgomery reports seventy-eight per cent.; Kent, seventy-two per cent.; Queen Anne's, sixty-six per cent.; Allegany, fifty per cent. of their teachers enrolled. Talbot County has within a few days reported a membership of forty-five, but as the report was unaccompanied with the membership fees, we could not report them enrolled at this time.

Since our last report to the Association, certificates have been awarded by the Board of Managers as follows:

COURSE 1903-04.

Branford C. Gist, Baltimore County; F. Grant Goslee, Wicomico County; Laura V. Spielman, Washington County.

COURSE 1904-05.

NAME.	COUNTY.	NAME.	COUNTY.
Elizabeth Anderson.....	Kent	L. J. Beachy.....	Frederick
Florence Bounds.....	Wicomico	Nealie Coale.....	Cecil
Sadie W. Cooper.....	Wicomico	Addie Deering.....	Baltimore
M. Beth Firor.....	Frederick	Addie S. Ford.....	Cecil
Henrietta Fox.....	Baltimore	C. M. Frushour.....	Frederick
Grace I. Gill.....	Baltimore City	Mary E. Harlan.....	Cecil
Emma B. Jacqueline.....	Cecil	Elizabeth Mackey.....	Cecil
Helen McCauley.....	Cecil	Anna Meehan.....	Baltimore
Ella Queen Nalley....	Prince George	Sadie Nicoll.....	Cecil
Maria Queen.....	Prince George	Edith Smith.....	Baltimore
Laura J. Ward.....	Cecil	Katharine Warfield.....	Howard
Lizzie F. Wells.....	Cecil	Lillie Wiener.....	Frederick
Carrie P. Wright.....	Cecil		

COURSE 1905-06.

NAME.	COUNTY.	NAME.	COUNTY.
Elizabeth Anderson.....	Kent	L. J. Beachy.....	Frederick
Katharine Budd.....	Cecil	Mary L. Budd.....	Cecil
Marie R. Kemp.....	Kent	Ella Canman.....	Cecil
Marian Clark.....	Cecil	Mary Emily Clark.....	Cecil
Sadie Waller Cooper....	Wicomico	Arrie DuHammell.....	Cecil
Ethel DuHammell.....	Cecil	Dora Gilletley.....	Caroline
Jeannette Gooding.....	Kent	Frances Griffith.....	Cecil
Anna Healy.....	Harford	Maggie H. Macbee..	Baltimore City
Arrie McCoy.....	Cecil	Christina Park.....	Allegany
Clarence Reddick.....	Frederick	Wm. N. Willis.....	Caroline

TESTIMONIALS GRANTED.

The following named members, having satisfactorily completed a three-years' course of reading, have been awarded a testimonial by the State Board of Education on the recommendation of the Board of Managers:

NAME.	COUNTY.	NAME.	COUNTY.
Marian Clark.....	Cecil	Sadie W. Cooper.....	Wicomico
Addie Deering.....	Baltimore	M. Beth Firor.....	Frederick
Henrietta Fox.....	Baltimore	C. N. Frushour.....	Frederick
Grace I. Gill.....	Baltimore City	F. Grant Goslee.....	Wicomico
Elizabeth Mackey.....	Cecil	Helen McCoy.....	Cecil
Leila McCoy.....	Cecil	Anna M. Meehan.....	Baltimore
Ella Queen Nalley....	Prince George	Sadie Nicoll.....	Cecil
Maria Queen.....	Prince George	Carrie P. Wright.....	Cecil

We wish that more of our members would avail themselves of the opportunity of presenting themes based on the principles and subject matter contained in the reading courses. They would find that it would amply repay the effort, not so much in securing the certificates offered as in strengthening and clarifying the impressions gained from their study.

Few, unless they stop to think, realize the amount of time required of the several members of the Board of Managers in reading and criticising the themes presented and in planning for the work of the coming courses. Each member of our Board of Managers is a busy teacher, and the time necessary to carry on the reading circle work must be taken at such intervals as he or she is able to find. We desire to be as helpful and useful as possible to the members. If the reports on the themes are not always made or the certificates not always awarded promptly as the members think desirable we ask their kind indulgence. We are doing the best we can under the circumstances.

The terms of Miss Sarah E. Richmond and Miss Mary E. Ford (who was elected last June to fill out the unexpired term of Mr. Hebden, resigned) expire at this time. 'An action will have to be taken at this meeting of your Association regarding their successors.

READING COURSE FOR 1907-08.

The Board of Managers held their last quarterly meeting April 20, 1907, and adopted the following books for the year 1907-08:

Pedagogy—O'Shea, "Dynamic Factors in Education," Macmillan Co.

English—Chubb, "Teaching of English" (Continued for a second year);

Bryant, "How to Tell Stories to Children," Houghton, Mifflin and Co.

Science—Hodge, "Nature Study and Life," Ginn and Co.

History—Sparks, "Men Who Made the Nation," Macmillan Co.

These courses are second to none that have been offered to the teachers of Maryland in previous years. No teacher in the State who is at all interested in her profession can afford to remain unacquainted with these books. They should be read by and accurately known to all.

Respectfully submitted,

HERBERT E. AUSTIN.

Secretary to the Board of Managers.

Dr. Cain then asked the Secretary, Hugh W. Caldwell, to read the report of the Executive Committee concerning the change made in the name and price of the Maryland Educational Journal. The report was read as follows:

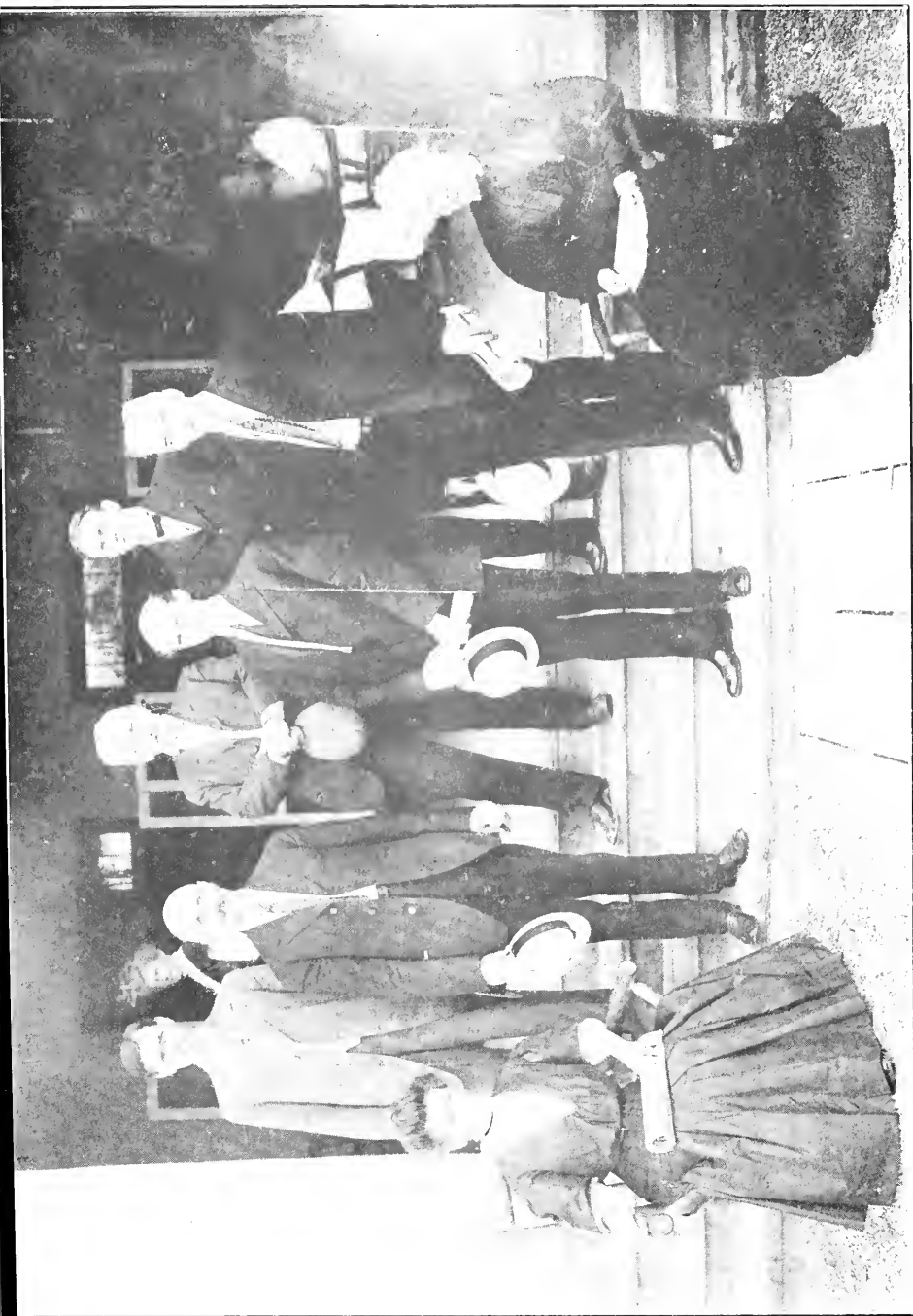
In December last the publishers of the Maryland Educational Journal asked for a meeting with the officers and Executive Committee of the Maryland State Teachers' Association. The meeting was held as requested, there being present the President and Secretary of the Maryland Educational Publishing Company, the Editor of the Journal and the Chairman of the Advisory Board of the Association. The representatives of the Journal stated that it had been found necessary to make certain changes, which they thought it proper to submit in advance to the officers and Executive Committee of the Association, since the Association had subscribed to the stock of the company and endorsed the Journal as an official organ. The proposed changes were these: to raise the subscription price from fifty cents to one dollar, and to change the name to "The Atlantic Educational Journal." The following reasons were submitted:

CHANGE OF SUBSCRIPTION PRICE.

1. It had been found impossible to conduct the Journal at that figure.
2. No journal in the country, not even the poorest, is published at fifty cents per year. The regular price is \$1 to \$3.
3. Maryland is a small State and the problem is especially difficult with us.
4. It is better to publish a first-rate paper at \$1 than a third or fourth-rate paper at fifty cents.

(b) CHANGE OF NAME.

1. The smallness of the State makes outside subscriptions necessary.
2. The enlarged subscription list increases the amount of advertising and its value to the advertiser.
3. Many of the State journals have found it necessary to take a more general name.
4. Outside support means a better Journal for ourselves. In addition it was promised that the Journal would remain, in its news service, editorials and special articles as much a Maryland Journal as before. We were also



EXECUTIVE COMMITTEE OF THE MARYLAND STATE TEACHERS' ASSOCIATION
HARVESTOWN EXPOSITION, 1907

informed that the proposed changes had been explained to the State Association of Superintendents and Commissioners, and were approved by them in a resolution unanimously passed, and that the State Superintendent had also been consulted and had approved.

All these considerations convinced your committee that the proposed changes were wise ones, and would operate for the best interests of Maryland teachers; indeed, it seemed evident that the choice was between a State journal called "Atlantic" at \$1 and no State journal at all. We therefore agreed to these changes pending a meeting of this Association, and we now wish to recommend that the Association vote to accept these changes as for the best and officially endorse the Atlantic Educational Journal and urge teachers and school officials of Maryland to give it their heartiest support. We believe a proper support of the Journal will assure a great educational influence for good in the State.

ALBERT S. COOK,

Chairman Executive Committee.

ANNIE E. JOHNSTON,

MARY K. ROGERS,

R. BERRYMAN,

E. M. NOBLE.

Witness:

HUGH W. CALDWELL,

Recording Secretary.

JAMESTOWN, VA., June 27, 1907.

Dr. M. Bates Stephens, State Superintendent of Education, spoke of the great benefit the Journal had been to Maryland and moved that the report of the committee be accepted and adopted, and the recommendations made be carried out.

This motion was seconded by Mr. A. C. Willison, of Allegany County, who also bore tribute to the advantage the Journal had been to the State.

He said that a mistake had been made at first in trying to start such a cheap Journal, and that we should see how successful we can make the "Atlantic Educational Journal" during the year. He also said that the Journal is as much benefit to the teacher as he or she makes it.

Mr. Charles T. Wright, Superintendent, of Harford County, said that during the past year the paper had been made very practical and that the name "Atlantic" is a good one and should not stand in the way of the success of the paper.

Mr. Ira Culp, of Allegany County, said that a certain degree of State pride is well enough, but that it is no discredit to the Journal because it has lost the name of Maryland. He further said, that if the "Maryland Educational Journal" was strong representing one State, the "Atlantic Educational Journal" representing several States should be infinitely stronger.

The question being then called for, the motion was put before the Association and unanimously carried.

Dr. Cain stated that he would name the different committees and send the list to the Secretary for publication in the printed proceedings.

Miss Sarah E. Richmond and Miss Mary Ford were reappointed managers of the Reading Circle.

Dr. M. Bates Stephens was appointed Chairman of the Legislative Committee.

At the suggestion of Mr. George H. Lamar, of Montgomery County, Dr. M. Bates Stephens moved that the President of the Association appoint a representative to attend the next meeting of the Virginia State Teachers' Association; expenses to be paid by the Association. This motion was carried.

The Auditing Committee then reported as follows:

JOHN E. McCAHAN, TREASURER,
IN ACCOUNT WITH
MARYLAND STATE TEACHERS' ASSOCIATION.

		Dr.	Cr.
1906.			
July 13	To balance from last year's report.....	\$353.79	
Sept. 14	" cash from A. S. Cook, Supt. Balto. Co.....	13.00	
1907.			
Mar. 11	" " " Garrett, Caroline, Washington and Cecil Counties.....	40.00	
Mar. 13	" " " Anne Arundel, Allegany and Wicomico Counties.....	30.00	
Mar. 19	" " " Dorchester, Howard and Baltimore Counties.....	30.00	
Mar. 26	" " " Worcester, Harford and Carroll Counties	30.00	
Apr. 16	" " " Baltimore City, Queen Anne's and Somerset Counties.....	30.00	
Apr. 30	" " " Frederick County.....	10.00	
May 9	" " " State Board of Education.....	10.00	
May 21	" " " Kent, Montgomery and Prince George's Counties.....	30.00	
June 12	" " " St. Mary's, Talbot and Calvert Counties	30.00	
June 29	" " " Secretary for membership dues....	100.00*	
1906.			
Sept. 14	By cash to Maryland Educational Publishing Company for two shares of capital stock.....		\$200.00

*This amount will be much larger as all the members were not enrolled at the time of th's report.

1907.

Feb. 1	By bill of	W. D. Bratton, Cecil County News,	
		Postal Cards.....	10.60
Mar. 22	"	" Cecil Whig Pub. Co., Letter Heads...	6.25
May 29	"	" Democrat and Journal, Printing Circulars	20.00
June 21	"	" Cecil Co. News, Membership Cards...	2.00
June 27	"	" Prof. J. D. Cain, President.....	36.00
June 27	"	" A. S. Cook, Ch. Ex. Com.....	19.75
June 27	"	" Expenses T. L. Gibson, Music.....	15.00
June 27	"	" Salary and expenses H. W. Caldwell, Secretary	93.60
June 27	"	" Salary and expenses J. E. McCahan, Treasurer	43.00
June 27	"	" Expenses of Prof. C. Frame, Address.	10.00
July 1	"	" Democrat and Journal, Programs....	6.00
		Balance on hand of Treasurer National Bank of Commerce, Baltimore....	244.09
Totals.....			<u>\$706.79</u> <u>\$706.79</u>

The above report was found correct and supported by proper vouchers by the Auditing Committee, Miss Elizabeth Meade and Mr. John T. Hershner.

REPORT OF COMMITTEE ON RESOLUTIONS.

The Committee on Resolutions, of the Maryland State Teachers' Association, beg leave to offer the following:

Resolved, That we extend the thanks of this Association to Prof. T. L. Gibson and Professor Lippy for the delightful music that has given so much pleasure to the members of the Association during its several meetings.

And also to the officers and the Executive Committee for what they have done for our entertainment and improvement.

We again extend our thanks to Mr. Houstin, the representative of the Joseph Dixon Crucible Company, for his usual courtesy and kindness to the teachers of the Maryland Association.

We wish to express our appreciation of Governor Warfield's interest in the cause of education and his efforts in behalf of the teachers of the State.

We extend to the managers of the Inside Inn our thanks for the use of the hall in which we have held our meetings, and our appreciation of

the efforts of the entire corps of the hotel to save the property and the lives of guests in the Inn during the fire of Wednesday morning, June 26. And commend the military discipline of the employees that gave comfort and confidence to all the guests.

We are happy to express again our appreciation of the glad hand and cheery reception from our superintendent, Dr. M. Bates Stephens.

We wish to express our thanks to Dr. A. C. Stearnes, Dr. C. J. France, H. D. Sampson and Miss Nan L. Mildren for their excellent addresses.

E. L. Boblitz

WHEREAS, Our Heavenly Father in His infinite wisdom has seen fit to remove from our midst by death E. L. Boblitz, an esteemed member of the State Teachers' Association of Maryland, be it

Resolved, That while we bow in humble submission to the Divine Will, we express our heartfelt sorrow in the loss we have sustained. This Association has lost one of its most faithful and valuable members. Mr. Boblitz by his modesty and unselfishness, his earnest fidelity to duty, his upright character, his devotion to the cause of education in Maryland, has won for him the respect and esteem of all with whom he came in contact in the discharge of his duties as a member of this Association and as one of the County Superintendents of this State;

Resolved, That we hereby extend our sincere sympathy to his bereaved family in their irreparable loss:

Resolved, That these resolutions be placed on the minutes of this Association, and a copy sent to the family.

Prof. Louis Lacey Beatty

Prof. Louis Lacey Beatty, School Examiner for Queen Anne's County, died last Saturday shortly after noon at his home on Commerce street, Centreville, of diabetes, after an illness of only a few days, aged sixty-five years.

Several years ago Mr. Beatty had a severe attack of the same trouble, and at that time his life was despaired of by his many friends, but he rallied and had apparently regained his former health. For the past six months he had not been well, though it was not thought he was in any immediate danger. On Tuesday preceding his death he was at his office and attended a directors' meeting at the Queen Anne's National Bank, but was taken ill the following day.

Professor Beatty was one of the best known educators of the Eastern Shore of Maryland, and had filled the position of examiner during twenty years.

Since April of the present year he had been a director of the Queen Anne's National Bank, of Centreville, being appointed to fill the vacancy occasioned by the death of Judge Edwin H. Brown.

Mr. Beatty's paternal grandfather was born in County Tyrone, Ireland, October 10, 1780. He immigrated to the United States when quite young and settled in New Castle County, Delaware. Louis Hunter Beatty, father of the professor, was also a native of New Castle County. He was educated at Newark Academy, was graduated in medicine from the Jefferson Medical College, Philadelphia, and settled in Ingleside, Queen Anne's County, where for many years he was a successful physician and farmer. In April, 1839, he married Miss Katharine Amelia Robinson, of Denton, Md., sister of the late Judge John Mitchell Robinson, who was for nearly thirty years Chief Judge of the Circuit Court for this circuit.

Professor Beatty was born in Ingleside, Queen Anne's County, Maryland, August 3, 1850, and received his education at Dickinson College, Carlisle, Pennsylvania. He was a teacher in the public schools of this county from 1871 to 1886, with the exception of two years, when he was County Surveyor. In 1886 he was chosen County School Examiner, or Superintendent of the public schools; also secretary and treasurer of the School Board of the county. For six years he was a member of the State Board of Education of Maryland, and he had been interested in public education nearly all his life.

December 9, 1896, he married Miss Mary Morling Sudler, daughter of the late J. Morling Sudler, of Sudlersville, by whom he is survived with one daughter. He is also survived by a mother, Mrs. Katharine A. Beatty, of Ingleside, and two sisters, Mrs. George Baylor, of Charlestown, West Virginia, and Mrs. P. Addison Morgan, of Easton, and one brother, Frederick Beatty, of Ingleside.

Funeral services were held at St. Paul's Church, Centreville, Tuesday afternoon at 1.30 o'clock, Revs. Walter B. Stehl and James A. Mitchell officiating, and the remains were taken to Sudlersville on the 2.30 train and interred in the cemetery at that place.

Public school teachers from all sections of the county attended the funeral service, and the directors of the Queen Anne's National Bank attended in a body, as did also the Board of School Commissioners.

The pall bearers were: Messrs. Frederick Beatty, P. Addison Morgan, W. T. P. Turpin, John W. E. Sudler, Samuel Goodhand and Dr. Foster Sudler.

In the death of Louis Lacey Beatty, November 17, 1906, Maryland lost one of her most earnest and devoted workers in the cause of public education.

Mr. Beatty was born at Ingleside, Queen Anne's County, August 3, 1850. He was educated at Dickinson College, Carlisle, Pennsylvania. With the exception of two years, when he was County Surveyor, he was identified with the schools continuously from 1871 until his death.

As a teacher, there are many to pay tribute to the assistance and inspiration he gave them; and, when in 1886, he was made Superintendent of Queen Anne's County, it was only to continue on a wider scale his endeavors for educational progress.

He was for six years a member of the State Board of Education, and had held official positions in the State Teachers' Associations where his efforts were always felt in anything which tended to the improvement of teaching, and the advantage and advancement of the teaching force.

Not only as an educator did he stand high, but as a citizen his loss is deeply felt in the community, and wherever he was known.

Henry James Handy

Rev. H. J. Handy was born in Marumsco, Somerset County, Md., in 1841, and died at Pocomoke City on Tuesday, February 12, 1907, in the sixty-sixth year of his age. After receiving his preliminary education in the public schools of his native county, he entered Columbian, now George Washington University, Washington, D. C., where he graduated after a four-years' course. He entered on his work in the Baptist ministry at Spartansburg, S. C., and subsequently filled charges at Farmville, Va., Northampton, Va., and Pocomoke City, which last appointment he served for five years. The death of his brother, Prof. Sydney W. Handy, in 1881, caused a vacancy in the Pocomoke City High School, and Mr. Handy was appointed his brother's successor as principal of the school. In this capacity he served faithfully for twenty-four years, working earnestly in the cause of education, and striving at all times to bring the school up to a high standard of excellence. In his twenty-fifth year of service,

declining health compelled him to give up active work, and about eighteen months before his death he sustained a paralytic stroke, the result of which caused a general collapse of the nervous system. Mr. Handy was a kind and faithful husband and father, an earnest and capable instructor, a man of highly developed intellectual tastes, a scholar and a Christian gentleman. He was twice married, his first wife being Miss Marianna Speiden. Two sons, Prof. S. S. Handy, principal of Easton (Md.) High School, and Rev. Kingman A. Handy, of Salisbury, Md., survive this marriage. His second wife was Miss Mary E. Stevens, of Pocomoke City, who with one son, Prof. H. Brantley Handy, of Richmond Academy, Richmond, Va., survive him.

William Grason Smith

WHEREAS, It hath pleased an all-wise Providence to remove hence W. Grason Smith, an esteemed and useful member of the Board of School Commissioners of Dorchester County, a respected citizen and a loving and kind husband and father;

WHEREAS, In his death Dorchester County loses a well-known citizen whose many and true friends testify to his high character, and the board is deprived of the services of an experienced educator who has given many years of his life to advancing the cause of popular education;

Resolved, That this board doth hereby express its sorrow for our deceased brother commissioner, whose death, so sudden and unexpected, is also the occasion of great grief to our teachers and the friends of our public school system wherein he was known; and,

Resolved, That we do hereby express our sorrow and sympathy for his widow and children, whose sad affliction an appreciative public willingly share, and who have the satisfaction of knowing that the husband and father was true to the trust reposed in him, and that of him it can be truly said, "Well done, thou good and faithful servant."

The election of officers for the ensuing year was then taken up and the following officers were elected:

President—Albert S. Cook, Towson, Baltimore County.
 Vice-President—Geo. H. Lamar, Rockville, Montgomery County.
 Second Vice-President—Geo. Biddle, Elkton, Cecil County.
 Recording Secretary—Hugh W. Caldwell, Chesapeake City, Cecil County.
 Treasurer—Jno. E. McCahan, Baltimore.
 Corresponding Secretary—Elizabeth Meade, Ellicott City.
 Executive Committee—Sarah E. Richmond, Chairman, Baltimore.
 Dr. R. Berryman, Baltimore.
 Woodland C. Phillips, Savage.
 Annie E. Johnston, Ellicott City.
 E. H. Norman, Baltimore.

The newly elected President, Supt. Albert S. Cook, was then introduced by Dr. Cain, and after making a few appropriate remarks he declared the Association adjourned *sine die*.

Respectfully submitted,

HUGH W. CALDWELL,

Recording Secretary.

Standing Committees of the Maryland State Teachers' Association for session 1907-08, appointed by James W. Cain, LL. D., President:

Modern Languages—

J. W. Huffington, Chairman, Salisbury.
 Charles F. Raddatz, Baltimore.
 Ward Wilson, Baltimore.
 Theora J. Bunnell, Reisterstown.
 C. E. Carl, Hagerstown.

Kindergarten—

Ada Scott, Chairman, Salisbury.
 Pearl Mercer, Woodbine.
 Inez Johnson, Frostburg.
 Harriet E. Luhn, Annapolis.
 Mary E. Sherwood, Sparrows Point.

Mathematics—

E. B. Fockler, Chairman, Northeast.
 John I. Coulbourn, Havre de Grace.
 Albert S. Cook, Towson.
 Edward M. Noble, Denton.

Natural Science—

Irving L. Twilley, Chairman, Baltimore City.
Helen G. Wilkins, Severn.
Roger I. Manning, Laurel.
John T. Hershner, Towson.
A. C. Humphreys, New Market.

Aesthetics—

Sarah E. Richmond, Chairman, Baltimore City.
Hyna De Haven, Ellerslie.
Julia McDuell, Weverton.
Clyde B. Stouffer, Hagerstown.
D'Arcey Barnett, Cambridge.

Physical Training—

Rowland Watts, Chairman, Baltimore City.
Agnes McLean, Baltimore City.
Nellie Slye, Darlington.
India Rowland, Baltimore City.
Margaret Williams, Frostburg.

Manual Training—

E. A. Hidey, Chairman, Westminster.
Carroll Edgar, Elkton.
John T. Bruehl, Centreville.
Alexander Chaplain, Easton.
Albert L. Farver, Cambridge.

Enrollment—

Viola Hepburn, Chairman, Lonaconing.
Stelle L. Hoskin, Frostburg.
Addie Talbott, Baltimore City.
Lyda Tall, Baltimore City.
S. Elizabeth Meade, Howard County.

Auditing—

Thomas C. Bruff, Towson.
Anna Hanson, Frostburg.
Annie E. Johnston, Ellicott City.

Resolutions—

A. F. Galbreath, Chairman, Darlington.
Dr. M. Bates Stephens, Annapolis.
Elsie M. Penning, Havre de Grace.
Julia F. Bratten, Snow Hill.

School Legislation, Administration and Supervision—

Dr. M. Bates Stephens, Chairman, Annapolis.
W. H. Dashiell, Princess Anne.
A. C. Willison, Cumberland.
W. C. Phillips, Savage.
James H. Van Sickle, Baltimore City.

Elementary Schools—

Honora Birmingham, Chairman, Barton.
Joseph C. Blair, Sparrows Point.
Addie M. Dean, St. Michaels.
Mary B. Pusey, Pocomoke City.
B. F. Conrad, Hagerstown.

Secondary Schools—

Howard C. Hill, Chairman, Cumberland.
N. Price Turner, Salisbury.
Sydney S. Handy, Easton.
Margaret M. Robinson, Frederick.
H. R. Wallis, Annapolis.

English—

Samuel M. North, Chairman, Baltimore City.
Olin R. Rice, Westminster.
Ida L. Lockard, Westminster.
Bessie L. Gambrell, Alberton.
Mary L. Thomas, Hancock.

Geography—

Alice McDaniel, Chairman, Easton.
B. F. Fleagle, Hampstead.
Florence Albert, Hagerstown.
Minnie Purphy, Poplar Springs.
Pearl Brinstow, Havre de Grace.

History—

J. Montgomery Gambrill, Chairman, Baltimore City.
George W. Ward, Baltimore City.
W. H. Tolson, Baltimore City.
Helena Link, Perryman.
Sallie Adams, Hagerstown.

Maryland State Reading Circle—

Sarah E. Richmond, Baltimore City.
Mary E. Ford.

Sessions of the Maryland State Teachers' Association

	<i>Where held.</i>	<i>City.</i>	<i>President.</i>
1866.... 1.	Western Female High School.....	Baltimore.....	T. F. Baird.
1867.... 2.	St. John's College.....	Annapolis.....	T. F. Baird.
1868.... 3.	Western Female High School.....	Baltimore.....	C. K. Nelson.
1869.... 4.	Western Female High School.....	Baltimore.....	P. M. Leakin.
1870.... 5.	Hall—House of Delegates.....	Annapolis.....	J. C. Welling.
1871.... 6.	Eastern Female High School.....	Baltimore.....	Wm. B. Worthington.
1872.... 7.	Court House.....	Frederick City.....	William Elliott.
1873.... 8.	Hagerstown.....	Hagerstown.....	James M. Garnett.
1874.... 9.	Western Female High School.....	Baltimore.....	D. A. Hollingshead.
1875.... 10.	Cumberland.....	Cumberland.....	William Elliott.
1876.... 11.	City College (1 day during N. E. A.).....	Baltimore.....	James L. Bryan.
1877.... 12.	Easton.....	Easton.....	T. F. Arthur, V.-P.
1878.... 13.	City College.....	Baltimore.....	T. F. Arthur.
1879.... 14.	Hagerstown.....	Hagerstown.....	P. R. Lovejoy.
1880.... 15.	Ocean City.....	Ocean City.....	M. A. Newell.
1881.... 16.	Frederick City.....	Frederick City.....	M. A. Newell.
1882.... 17.	Cumberland.....	Cumberland.....	A. G. Harley.
1883.... 18.	Ocean City.....	Ocean City.....	George S. Grape.
1884.... 19.	Ocean City.....	Ocean City.....	A. S. Kerr.
1885.... 20.	Deer Park.....	Deer Park.....	J. W. Thompson.
1886.... 21.	Blue Mountain House.....	Pen-Mar.....	F. A. Soper.
1887.... 22.	Old Point, Va.....	Old Point, Va.....	P. A. Witmer.
1888.... 23.	Mountain Lake Park (with W. Va. Ass'n).....	Mountain Lake Park.....	Lewis Ford, V.-P.

1889....24.	Blue Mountain House.....	Pen-Mar.....	H. G. Weimar.
1890....25.	Chautauqua Beach.....	Bay Ridge.....	W. H. Dashiell.
1891....26.	Ocean City.....	Ocean City.....	John E. McCahan.
1892....27.	Blue Mountain House.....	Pen-Mar.....	Jas. A. Dittenbaugh.
1894....28.	Annapolis	Annapolis.....	Wilbur F. Smith.
1895....29.	Blue Mountain House.....	Pen-Mar.....	M. Bates Stephens.
1896....30.	Deer Park.....	Deer Park.....	Charles F. Raddatz.
1897....31.	Blue Mountain House.....	Pen-Mar.....	E. B. Prettyman.
1899....32.	Ocean City.....	Ocean City.....	John F. White.
1900....33.	Chautauqua Beach.....	Bay Ridge.....	L. L. Beatty.
1901....34.	Blue Mountain House.....	Pen-Mar.....	Edwin Hehden.
1902....35.	Ocean City.....	Ocean City.....	F. Eugene Walhen.
1903....36.	Ocean City.....	Ocean City.....	Jos. C. Blair.
1904....37.	Ocean City.....	Ocean City.....	H. C. Bounds.
1905....38.	Blue Mountain House.....	Pen-Mar.....	Arthur F. Smith.
1906....39.	Ocean City.....	Ocean City.....	Dr. S. Simpson.
1907....40.	Jamestown Exposition.....	Norfolk, Va.....	Dr. James W. Cain.

Maryland State Teachers' Association

WEDNESDAY MORNING, JUNE 26.

The following account of the fire which seriously interfered with the session Wednesday morning is taken from the *Baltimore Sun*:

TEACHERS ON THE JUMP.

Fire near the Inside Inn causes them to move in a hurry—some of their experiences—excitement, however, does not prevent the holding of their Association's regular meeting.

INSIDE INN, JAMESTOWN, VA., June 26, 1907.

Fire—with a capital F—is the absorbing topic of conversation today at the Inside Inn. Members of the Maryland State Teachers' Association were routed out of bed at 5.30 A. M. to find the outer "warpath" of the Exposition, separated from the Inn by a small grove of pine trees, wrapped in flames.

The teachers of the Maryland State Teachers' Association showed the effect of many fire drills in the coolness with which they met the apparent danger.

Mr. Arthur F. Smith, principal of the High School at Lonaconing, Allegany County, whose room faced the fire district, was the first to be aroused by smoke and the explosion of a gasoline tank at Pine Beach, and after dressing and hurriedly ascertaining that there was a fire in progress, he proceeded to arouse others by going from door to door and corridor to corridor, awakening the sleepers.

Miss Richmond, of the State Normal School, also awakened about the same time, and arousing her roommate, Miss May Cassidy, of Baltimore County, these two also awakened sleepers until the hotel fire gongs were sounded and the bellboys and office force began putting the knowledge acquired by their daily fire drill into active practice.

Miss Richmond and many of her companions piled the contents of their trunks into bedspreads and, emigrant fashion, carried them far up the beach. Mr. Coblenz, of Frederick, distinguished himself as an athlete and carried big trunks without number to the edge of the sad sea waves, where he mounted guard over them until they were claimed by their rightful owners.

Mr. M. Bates Stephens, State Superintendent of Education, justified his reputation as a rapid and punctilious dresser. It is related that five minutes after the alarm was sounded, Mr. Stephens appeared appareled as faultlessly as usual and never stopped his service for others until the last one of his party was accounted for and safely disposed on the beach, and then his roommate had to come and inform Mr. Stephens that he had left his own pocketbook in the room he had deserted.

MISS WEER FELL DOWN STAIRS.

Almost the only accident among the members of the Association happened to Miss Weer, of Kent County, Maryland, who fell the length of the hotel staircase and is suffering from a sprained ankle. Miss Weer rushed from the room without fastening her shoes and her ankle turned, throwing her, with her arms full of clothing, to the floor below. She received medical attention as soon as the danger of fire to the hotel was over, and no serious results are anticipated beyond the sprained ankle and shock.

NEWPORT NEWS FOR MR. COLE.

Mr. Robert C. Cole, of Roland Park, is the victim of much good-natured chaffing because of a hurried exit he made at the first tap of the fire-alarm and a rapid journey he took to Newport News until all danger was over. Mr. Cole is a large, handsome, portly gentleman and a member of the State Board of Education. His associates, who tell the story, report that he was seen, scantily attired, moving up the beach with such swiftness as to suggest the aid of wings, and that his flight was continued until Newport News was reached.

Mr. Clayton Purnell, of Frostburg, and Mr. M. Bates Stephens were much exercised over his disappearance and were preparing a poster offering a reward for him as lost, strayed or stolen, when he returned by boat, elegantly attired in his best clothes, and nonchalantly stated he had just "slipped over" to Newport News, where he had had a first-class breakfast of canteloupe and flannel cakes.

He repudiated utterly his associates' gibes concerning his hurry-up toilet. "Why, I was all dressed," he said. "I had on a collar and necktie and—and"—vainly trying to recall further particulars. "Yes, yes, I was all dressed. I only had my coat over my arm, but to wake up and find a fire-alarm sounding and to trip over a firehose in the hall is disconcerting," and then he looked miserable and his friends laughed afresh.

MRS. HOUSTEN BREAKS A RECORD.

Miss Daisy Turner, of Calvert County, was so unfortunate as to lose a pocketbook containing between \$30 and \$40 in the excitement of the fire,

and it was moved by Mr. Charles T. Wright, of Harford County, that the Association make an effort to raise a purse to compensate her for her loss.

Lightning toilets were the rule and Mr. W. A. Houston, of Baltimore, now concedes that his wife can dress faster than he, as she made a complete toilet with gloves and parasol in five minutes by the watch.

The estimated time limit for the 700 guests of the inn to make their costumes and their exits and to pile up their baggage on the beach was twenty minutes. The bellboys and employees of the hotel formed a hose and bucket brigade on the roof and extinguished the sparks as they fell on the roof and in many cases when guests fled from rooms leaving doors and trunks open, the bellboys locked the doors and returned door keys to the inn office.

After the fire the morning session of the Maryland State Teachers' Association opened by the singing of "America" and "Nearer, My God, to Thee," under the leadership of Prof. T. L. Gibson—Prof. Lippy at the piano.

Prof. R. C. Stearnes, Secretary of the State Board of Education of Virginia, then represented Superintendent J. D. Eggleston of Virginia, delivering an address upon "The True Basis of Education."

THE TRUE BASIS OF EDUCATION.

I approach with profound humility and diffidence a subject which has challenged the maturest thought of the sages of earth. If one should attempt to give a categorical answer to this question he would simply stand in the position of asserting positively where the greatest minds have been content to offer their ripest meditations in a way that was hardly more than suggestive. After long years of study and successful effort the noted painter sits down finally to his Madonna; the architect who has seen his storehouses, his mansions, his villas and his churches delight the eyes of beholders in city and in country-side, will have the courage and ambition to plan the cathedral or capitol that shall be his monument; in the highest state of musical development a Beethoven gives to the world his sublime ninth Symphony—so, our philosophers as a crowning proof of genius have ever been ambitious to put in comprehensive, luminous, inspiring phrase a satisfactory statement of the true end and purpose of education. In grandest simplicity they set the little child before them and with earnest, wholesouled anxiety inquire what shall be done with the wonderful bundle of possibilities.

"The babe lies by its mother's side bathed in joy,
Glide the hours uncounted the sun is its toy,
Shines the light of all being without cloud in its eyes,
And the sun of the world in soft miniature lies."

Philosophers have thought on education, poets have dreamed of it, statesmen have planned for it, and great conventions of teachers have marked out its courses and limitations, grateful for the gradual progress the world has been making and proud of the small part any of them has been able to contribute to the general diffusion of knowledge and culture that now blesses the earth—and yet, and yet, in many places in Virginia and, I fear, also in Maryland, there are fathers, and particularly mothers, who, after one evening of nervous tension because Johnnie's delinquencies have brought disaster to him and despair to his too credulous and indulgent parents, will undertake to settle the whole course of education and read the law to the teacher in one brief note of vigorous, and sometimes ungrammatical, English.

It is clear that the views of education, held by the leaders of earth, their apprehension of its true basis, have exerted a very potent influence upon the destinies of nations. "I teach you nothing," says Confucius, "but what you might learn yourselves—namely, the observance of the fundamental laws of relation between sovereign and subject, father and child, and husband and wife, and the five cardinal virtues, universal charity, impartial justice, conformity to established ceremonies and usages, rectitude of heart and mind, and pure sincerity." In this compendium of lofty virtues there is the fatal defect of the principle of looking backward. "I teach you nothing but what you might learn yourselves" and the rigid inculcation of "conformity to established ceremonies and usages," have served to halt the progress of a great and civilized nation until all her neighbors, however insignificant or savage, have outstripped the "Celestial Empire." Let us recall that the nomenclature of our geographies teaches us that China was a civilized country when our ancestors were roaming as savages the forests of England and Saxony. China is still civilized, to be sure, but she is content to receive laws from the descendants of those European savages who have been raised by Christian education through all the stages of race progress, savage, barbarous, civilized, until they now stand as the enlightened and all-powerful nations of earth.

The Grecian conception of education was much more nearly correct. In fact, it is doubtful if it has yet been surpassed, and, while not perfect, it is still wonderfully potent for good. "A proper education," said Plato, "is that which gives to the body and to the soul all the beauty and perfection of which they are capable," and, on the intellectual side, the poet Euripides declared:

"Happy is he who has learned
To search out the secret of things—
Not to the townsmen's bane,
Neither for aught that brings
An unrighteous gain;
But the ageless order he sees

Of nature that cannot die,
And the cause whence it springs
And the how and the why,
Never have thoughts like these
To a deed of dishonor been turned."

The Revival of Learning was due in a large measure to Greek Literature, and the Revival of Learning made modern Europe and America. The man, therefore, who knowingly discredits the study of Greek is more often a time-server than an educator. He would just as soberly advise you to stop the study of practical arithmetic if he thought you would—not exactly follow his advice—but think nevertheless that he was somewhere in the forefront of the most progressive class of educators, a member of the highest caste, as it were. We have not found any studies better adapted than Latin and Greek, when they are properly taught, to develop a high type of cultured intellectuality. For ability to endure long and exacting demands upon the mental powers, to think closely and consecutively, to discriminate by keen observation, and to make clear deliverances, commend me to the student of the ancient languages.

I do not mean to argue that all of our pupils should be required to study Latin or Greek, for we must recognize that there are varying conditions and the Almighty has not seen fit to endow every child or all of the children in every family with so many as five or ten talents, but it is monstrous to deny the value of Latin and Greek in the school curriculum, to taboo them as dead languages, or to intimate that they have lost any of their great puissance and potentiality. The youths who are to enter the learned professions, those who aspire to be leaders in agricultural or commercial life, those who wish to rise above being a mere artisan in the mechanical arts, those who are going to live up to and enjoy the belief that—

"As one who on some well-known landscape looks,
Be it alone or with some dear friend nigh,
Each day beholdeth fresh variety,
New harmonies of fields and trees and brooks,
So it is with the worthiest choice of books,"—

all of these, at least, should be given as much of the classical training as they can be induced to take.

Life in the 20th Century is running in wider, richer currents, it is true, and the course of study must be correspondingly broadened. Other studies have increased in importance, particularly the natural sciences and those treating of the mechanical and agricultural arts. The circle of liberal studies has been enlarged. That is all. Other studies, the new nobility, if we may so call them, have completely vindicated their claim for the

highest recognition; classical learning has lost nothing of its original value and dignity. The Gladstone of the 29th Century will be, no doubt, a devotee of Homeric literature, just as England's Grand Old Man of the 19th Century was, though his manual training may be acquired in the schools rather than at the end of an axe-handle.

This argument for the value of classical training is almost a digression from the very general line of thought that I had planned, but it touches so vitally present conditions and current thought that one cannot resist stopping awhile on the firing line.

Before leaving this reference to Grecian educational standards I must beg you to observe how æsthetic and ideal they are. Seeking all the beauty and perfection of which the body and soul are capable and searching out the secret of things, produced a nation that has never been surpassed for its general culture, for its real democracy, for its orators, artists, poets, philosophers and law-givers, for its skilled artisans and sturdy yeomanry, for the perfection of the physical strength and beauty of its people. To lofty ideals all other civic blessings shall be added, but commercialism and national selfishness will drag any people down through their boundaries over the area of all the Russias.

But what has been the trend of educational thought in our mother country, whose peculiarities and prejudices were transmitted in all their integrity to many of the Southern States? In England conservatism has marked every forward step, but the emphasis that has been put upon character building as the chief end of education has made the English nation a great leader in the world's progress. Milton in a famous definition declares: "I call a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war," and, again, "The end of learning is to repair the ruin of our first parents by regaining to know God aright, and out of that knowledge to love, imitate and be like Him."

Locke stood as the champion of the practical idea in education. He declared that the child was to be trained, not for the university, but for the world. "Good principles, good manners, and discretion were to be cared for first of all; intelligence and intellectual activity next; and actual knowledge last of all." While he desired to see a robust mind in a robust body, yet he believed that learning should never be a drudgery and that care should be given to keep up the spirits of the children at all times by interesting exercises and kind treatment.

Lord Bacon, at the same time that he voiced the altruistic idea in education, gave in pungent and striking language a picture of mankind and human nature that will be true of all ages prior to the millennium. Said he, "Men have entered into a desire of learning and knowledge, sometimes upon a natural curiosity and inquisitive appetite, sometimes to entertain their minds with variety and delight, sometimes for ornament and reputation, and sometimes to enable them to victory of wit and con-

tradition,—and most times, for lucre and profession; and seldom sincerely to give a true account of their gift of reason to the benefit and use of man: as if there were sought in knowledge a couch, whereon to rest a searching and restless spirit, or a terrace for a wandering and variable mind to walk up and down with a fair prospect; or a tower of state, for a proud mind to raise itself upon; or a fort or commanding ground for a strife and contention; or a shop, for profit or sale; and not a rich storehouse for the glory of the Creator and the relief of man's estate." Such was Bacon's idea, uttered about the time the first settlers were ready to sail for Virginia. Three hundred years have passed away, but you may still hear speakers on education descant at length upon how much variety, delight, ornament and reputation there is in education, how it puts a boy forward in the world, and how much wealthier Massachusetts, with its elaborate system of schools, is than Virginia with its happy-go-lucky idea that the Old Commonwealth will pull through all right anyhow. We may permit to frail human nature the appeal to self-interest and certainly we cannot too strenuously insist upon the cardinal principle of Thomas Jefferson, namely, that no democracy can be preserved unless universal education shall enable the common people to assert their rights, but richer and nobler results will follow if the thought is paramount that education means training for service—service to aid our fellowmen and advance the interests of God's kingdom. A great undertaking always demands for its justifications and success a correspondingly great motive.

Rev. Richard Venable Lancaster says in a recent work, the *Creed of Christ*: "Never was there a sharper contrast than between Jesus and all the men of his day. The teachers, the people, his own followers were hopelessly bound by the idea of self-interest. The priests must hold their places at all hazard. The people will have no Messiah who will not be a worldly king. The apostles wish to have the chief positions in his kingdom. Jesus sees, sees in the same pages that are open to them, the divine vision of a spiritual kingdom, in which money is not the standard of value, and in which the only highway to glory is the way of unselfish service."

What England has done for education has never been fully appreciated. Rousseau gets the credit of having aroused modern Europe and the world, but he gathered his ideas from John Locke whom he frequently quoted. We are disposed to judge all the schools of England from "Dotheboys Hall," forgetting that Dickens devoted his talents to the task of illustrating the curious characters among the most unfortunate of earth. The slums were his stock in trade, just as waifs have been a valuable asset to an American artist of the present day, or the oppressed (?) negro a fortunate find for Mrs. Harriet Beecher Stowe.

We are told that, when Horace Mann took hold of the school situation in Massachusetts in 1837, there was no State supervision and the class spirit prevailed almost entirely in the schools. The wealthy patronized

private schools; and, as a result, the public schools too frequently degenerated into makeshifts for the poorer classes. The teachers were poorly paid and poorly equipped, the school term was short, and of the building one of their poets said:

"Still sits the schoolhouse by the road
A ragged beggar sunning;
Around it still the sumacks grow,
And blackberry vines are running."

It was this undesirable and undemocratic condition of things that Horace Mann remedied. He set out "to restore the good, old custom of having the rich and the poor educated together; and for that end he desired to make the public schools as good as schools could be made, so that the rich and the poor might not necessarily be coincident with the educated and the ignorant."

No one can question for a moment the absolute correctness of the position taken by Horace Mann; it is a good motto for every educational leader in the South: and yet, it must be a source of satisfaction to each of us who loves the traditions and all of the history of our Southland to realize that, at the time Horace Mann spoke, the educational system of England, which was much more like that of the South than it was like the public school system of New England, had effectively ministered to the greatness of the most prominent nation on earth. We had very few public schools in the South before the war, but someone has tersely remarked that the Army of Northern Virginia was not composed of ignorant men or peasants.

The English schools have in their curriculum all of the studies that are usually found among our own schools and in addition about 125 minutes per week are given to the study of the Scriptures. They are surpassing the Virginia schools, at least, in the attention given to elementary science, and nature study, physical training, singing, manual training and needlework. Let us not despise our English ancestors even if we did have a slight misunderstanding with them in 1776.

It was on the continent of Europe, however, that the great array of educational protestants and reformers have flourished. John Amos Comenius, born in Moravia in 1592, Jean Jacques Rosseau, born in Geneva in 1712, John Henry Pestalozzi, born in Zurich in 1746, and Frederick Froebel, born in Thuringia in 1782, are the four stars of greatest magnitude among as radical a body of thinkers as the world has ever seen. Rousseau, of course, was the most ultra, and flung defiance in these words: "Go directly contrary to custom and you will nearly always be right."

* Comenius was the first educator to set forth the idea of individual development. He thought of education as the development of the whole

man. The means to bring about this result was not a cramming of the memory, but the acquisition of knowledge through actual research and observation. He demanded that the drudgery of learning should be lightened, that an understanding of things and principles should precede the learning of abstract rules, that the facts of nature should be studied in the primary grades, and that only those things should be taught whose utility could be easily demonstrated.

Rousseau was a curious mixture of depravity and nobility of character. His utter rejection of the authority of the Holy Scriptures has undoubtedly exerted a most pernicious influence among educational reformers. I myself have heard them assert in effect from Virginia platforms that all children are naturally good, that they need no redemption, but only that they should not come into contact with evil. Rousseau was a free-thinker which usually denotes very *loose* thinking, and so are many of his followers to the present day.

But on the other hand consider these true and beautiful remarks in reference to childhood. Says Rousseau: "People do not understand childhood. With the false notions we have of it, the further we go the more we blunder. Nature requires children to be children before they are men. Childhood has its manner of seeing, perceiving and thinking, peculiar to itself; nothing is more absurd than our being anxious to substitute our own in its stead. Love childhood, encourage its play, its pleasures, its instincts for happiness! Who of us has not sometimes regretted that age when a smile was always on the lips and the soul was always at peace? Why do you wish to deprive these little innocent ones of the enjoyment that will so soon escape them and of a precious blessing they cannot abuse? Why do you wish to fill with bitterness and sorrow these early fleeting years which no more return for them than for you?"

Rousseau stood for naturalness in the training of children. It was his spirit more than any principle he uttered that has been so powerful. His plea for the integrity of childhood, when he said, "Nature requires children to be children before they are men," his eloquent appeal for earnest, sympathetic study on the part of the teachers of children as they actually are, his distrust of knowledge obtained merely from books, have been effective even though many of his own concrete conclusions were extremely fanciful and indefensible, and his horror of bookishness was carried to the point of giving Emile nothing but Robinson Crusoe up to the age of fifteen.

But the patient Pestalozzi furnishes the most pathetic picture among all the educational reformers. See his schoolroom totally unprovided with books and no apparatus except himself and his pupils! It is said that he taught numbers instead of figures; living sounds instead of dead characters; deeds of faith and love instead of abstruse creeds; substance instead of shadow; realities instead of signs. The efforts of this great enthusiast had only a temporary success, but he lighted the torch of

sympathy between teacher and pupil in the dark valley of the mere memorizing of words. That so many children now look back upon their school days as the brightest period of their lives is due to the man who ate with his pupils, slept with them, played with them, prayed with them and in the space of a few months was able to work, we are told, "a great change in their mental, moral, and physical condition." His great disciple, Froebel, has given to the world the kindergarten, the brightest spot in all of the pathway that leads from childhood to mature learning.

This partial sketch of the history of education has seemed necessary to make clear certain conclusions which I shall be able to deliver in brief compass.

1. The true basis of education is not easy to settle; probably each parent or child after he reaches the years of choice has to settle the matter within his own consciousness. I could hope for no higher reward than to help some worthy soul by the feeble suggestions herein contained. It is easy enough to speculate in generalities, but to decide just exactly what shall be the tangible ideals of a school and the scope and spirit of its curriculum so as to produce great men and women, are practical inquiries that touch finally such questions of nicety and difficulty as the relative value of studies, and the attitude of the school towards physical training, mental discipline, moral instruction and the demands of religion.

2. This difficulty of reaching an absolute conclusion arises from the complexity of man's nature, a composite of body, mind and soul. We know that all three natures must be trained, but how and in what proportions? The perfect man needs a vigorous body, a sound mind, and a clean soul. Consider the question of moral training, now uppermost in the public mind. How is it best accomplished? By the influence of the daily walk and conversation of the teacher, or from lessons and lectures especially prepared for the purpose, or shall we use both means?

We know that in some instances an intelligent application of the rules of physical exercise and cleanliness do more to strengthen and preserve the practice of temperance and other moral virtues than all the homilies that could possibly be read to the child. There is also moral training in the mastery of a difficult problem in geometry. On the other hand, the eternal truths of God in the heart are necessary to keep the body pure and to enable the mind to bud and blossom in its full glory. Then said Jesus to those Jews which believed on him: "If ye continue in my word, then are ye my disciples, indeed; and ye shall know the truth and the truth shall make you free." We believe that the Father in Heaven has committed his oracles to the church, and when the school attempts in any conscious way to direct the growth of the spiritual part of man it should approach the problem as if treading on holy ground. It has always seemed significant to me that in Germany, where religion is taught most assiduously in the schools, free thought is most prevalent. I am ready, for my part, to take the stand that if formal instruction in morals or

religion in the schools means anything like the spirit of higher criticism in these Southern States of ours to the extent that the same prevails in other portions of the earth, then we'll none of it.

3. The difficulty of answering the question we have propounded is intensified by reason of the differences among the doctors. The old educationists and the new educationists stand in hostile camps, armed *cap-a-pie* and always ready for a fight. The former have a chip on their shoulders, named the "Humanities." They believe in the three R's, and in Latin, Greek and higher mathematics. The latter have labeled their chip the "Moderns." They want science, modern literature, history, business courses, manual training, domestic economy, etc. There they stand and for once we may welcome the compromising, conciliating landlord of Silas Marner as he says:

"We must give and take. You're both right and you're both wrong, as I say. Tooke's right and Winthrop's right, and they've only got to split the difference and make themselves even." But they are worse than the Montagues and Capulets: they stand on the Palatine and Capitoline Hills as the Sabines and the Romans stood. I suppose the women will have to come to the rescue once again and make an acceptable *modus vivendi* even if some of our lady teachers who are closely connected with the "Humanist" leaders have to marry the meanest male members of the "Modern" clan, for be well assured that you cannot halt the modern movement in education any more than King Harold could halt William the Conqueror, or the humanity and high character of the average Southern planter could preserve African slavery in America. The modern Trojan invaders have come into the fair domain of education, to "Italy and the Lavinian shores," and though they may suffer many things, they shall in the end "build a city and bring their gods into Latium." Those who are wisely seeking the best interests of coming generations will mould and adapt these barbarians, to speak after the manner of classical pride, just as the English spirit moulded and developed the fierce Norman, and just as Southern chivalry, though it was overwhelmed at Appomattox, is now the common heritage of the great men of Massachusetts and Minnesota who honor and revere the name of Robert E. Lee.

Incidentally, I have made my plea for the retention of part of the old classical course, for I am not yet ready to forget the springs of learning from which I have been permitted to drink, and to my own way of thinking also it is a necessary postulate in morals, in education, and in religion to assert that the world has not been altogether, or even greatly, wrong. When one feels the goodness of the past as solid earth beneath his feet, he can turn his face to progress and to the future with confidence.

Passing over any consideration of some branches that are still in the experimental stage in many respects, I wish I might tell some of the teachers of America, in a way that would penetrate their shells, how much the small and perfunctory interest they have taken in Nature Study,

the contemptuous view they have held of the importance of school gymnastics, and the way they have neglected music, have cost the children in physical vigor and beauty as well as in refinement and development of character. Of course, we cannot teach everything, and there is no royal road to learning, but modern methods and modern books have enabled us to broaden the curriculum with safety and to the immense relief and delight of the children. I readily grant that it is hard to atone for poor spelling with good singing, or for inefficiency in arithmetic with graceful calisthenics, and we have had too many occasions to deplore the apparent necessity of such a disagreeable alternative all over this land. Both kinds of skill can and should be attained and great conventions of teachers - should bravely insist upon this fact upon all occasions.

No one can dispute the fact that we must teach our children realities as well as signs; and to read nature in her own open book. If the older education developed high ideals, the modern will be grander if it develops more practical ability to realize those ideals. We must educate for life and part of life is enjoying and conquering nature. What secondary and higher education have done for man's better living in the laboratory and in the hives of industry, the primary school can do for children in that splendid department that we call Nature Study. Children are there taught to know and love real life, and certain faculties and aptitudes are acquired that will make much for their future success and happiness.

I have not time, and, indeed, it is not necessary to speak of the prime importance of good musical training in our schools. We are all so well agreed on that point that it is probably only a feeling of lack of talent on the part of the individual teacher that prevents the glad, sweet songs from echoing from hill to valley all over our land.

But I may be pardoned for taking a few moments of your time to speak of school gymnastics.

Such questions as defective eyesight among children, stooping shoulders, narrow chests, catarrhal inflammations and tuberculosis must interest every thoughtful citizen. Many of these evils are directly attributable to neglect of the physical side of man in the schools. A regular, systematic course of calisthenic exercises means a sound body in more instances than some folks imagine; it means exercise, ventilation, vigor and happiness. There is something else for children to do besides poring over books or imbibing moral precepts. Their bodily health and vigor and the matter of personal appearance may not be neglected by the schools under modern conditions. We need not go daft on this subject, but some teachers might learn to advantage that there is pure air for weak lungs outside of Colorado, and that thirty minutes of hearty, whole-souled physical exercises will add at least an hour to the effectiveness of the day's work.

4. I have endeavored to show the many-sidedness of this great question as well as its historic setting. No one can over-estimate the importance of education and a constant effort to know its true limitations in practical

life and its real basis should occupy the public mind of every enlightened State. Probably the word "training" comes as near expressing its real function and true basis as any other: "training for the glory of the Creator and the relief of man's estate."

Some have seemed inclined to look to education alone for character building, but this is going too far. No one indulges fonder dreams of usefulness and influence for the school, and particularly the public school, than the one who addresses you, and yet one must recognize its limitations. We may be willing to crown it with glory and honor, but we must grant that the school has been created a little lower than the angels.

Character is spiritual. A man's character depends upon his essential self as well as upon his training. The school cannot furnish all of the exercises or spirit appropriate to the training of a well-rounded character. The school can never take the place of the church. It is equally true that it cannot ever take the place of the home, however humble may be the abode of a true mother's care and love.

Those church members who attend services only on Sunday morning when the preacher is at his best, and in the choir loft, possibly, is a Mario who could "soothe with a tenor note a soul in purgatory;" those who worship God with contributions from a well-filled purse, and give the weight of their influence only, without the heart and life, to God's service and then hope for the school to train the spiritual side of their children's lives, and for the kindergarten to save the slums, will meet with a sad awakening, I fear, when the Righteous Judge shall say: "Depart from me, for I never knew you." Personal responsibility cannot be shifted, and there is still work for mothers and fathers, for philanthropic men and women, and for the church.

Any true conception of education, then, must take into account man's threefold nature, as a being created with body, mind and soul. In the domain of the mind it is supreme; in the development of body and soul it can assist by giving the intellect right views of life and destiny and also by providing certain appropriate exercises within spheres which are limited. Education must set for itself the very highest ideals, but it must apply these ideals to practical conditions and conform to the varying needs of mankind. It is as unwise to assert for itself too high a province as it is craven to fail to stand upon all occasions for the proper dignity of the profession of teaching and for the proper respect and remuneration due the individual teacher.

Just at the present time I think it more important to insist upon a higher class of work in branches whose worth and utility are well established than to seek to place new bureaus under a department that is already well filled. Accordingly, when it was proposed a short while since that the schools should give formal instruction in the right relations between the sexes and advise boys and girls when and whom they should marry, I felt that this was a fad which could only cause discord in our modern

Utopia, where the grammar school is expected to guarantee a proper number of manufacturing plants and the right kinds of ideas on agriculture along with a keen zest for literature and no end of good cooking.

Aristotle could see nothing but finite causes in individual cases here below, but he mounted on high as he saw that infinite series of finite causes which renders an immaterial, absolute power, all moving but itself unmoved, a necessary postulate back of all and over all; so I have fancied that the regular duties of school life, well performed, and the modest demeanor of innocent childhood contain within themselves the possibility of such an infinite series of virtuous actions and achievements that we may still trust largely to unconscious development for even so important a result as character building. There is such a thing as having cubits added to our stature without taking thought.

Let us honor the old education then, and view the new without fear or suspicion, but with steadiness and discrimination, assured that love of childhood and belief in the high destiny of our people will lead us safely through all perplexities.

Dr. M. Bates Stephens, State Superintendent of Education of Maryland, was then presented by Dr. Cain amid prolonged applause. Dr. Stephens prefaced his remarks by saying that he did not propose to weary his hearers, for he laughingly said that he felt as though they had been sufficiently worried by the fire scare. He declared that he had a few suggestions, however, that he was desirous of submitting to them for discussion and he hoped that future legislation would make conditions more ideal for the teachers.

M. BATES STEPHENS, STATE SUPERINTENDENT OF EDUCATION.

This annual occasion which brings us together for the purpose of social intercourse and an interchange of ideas, is not only favorable to reflection, but really invites it. It is an opportune time to take an inventory of stock on hand that we may find out wherein we are short and then provide properly for the demands incident to the "fall opening."

It is that milestone which marks the close of another school year, brings to us the realization that whatever have been our mistakes they are in a sense ir retrievable and their consequences will be everlasting, and forces home to us all, in our survey of the year's achievements, the truth of the homely aphorism, "What is writ, is writ; I wish it were worthier."

Happily for your consciences and the good of those who worship at your school shrines, the controlling purpose of this and similar associations is to reduce blunders in school administration and school room instruction to a minimum; and, while there is no disposition on our part to condone mistakes or evade the responsibility the making of them incurs, it is a matter

for rejoicing that your good deeds in the great sphere of teaching will live, also, through the coming ages, and their beneficent influence, like the tiny waves started by the pebble thrown in the lake, will increase in ever-widening area.

It is no part of this paper to consider the responsibility of the teacher's calling, as that is too large a theme to be discussed within the limitations of this period; but halting as we now are in the dawn of summer vacation, a season which should bring to all of you needed change and rest—the experiences of the year just closing ought not to fade from your memories in the sense that you will not profit by them; nor should the glamour of the joyous rest period which is now within your grasp, blind you to the idea that, although it is primarily, and we may add distinctly for re-creation, the very meaning of such a word suggests the further fact that it is also one of prepar(e)ation.

Just one word of sympathy for those whose salaries are fixed—fixed at starvation prices, even when the purchasing power of the dollar was much greater than it is now, and, which appear to be so *fixed* that respectful protests and urgent appeals make but little impression on the "powers that be." Milliners' and dressmakers' bills grow larger as the years go by: roast beef becomes more precious with each recurring day in the possibly unerring judgment of the beef trust; your popularity in and recognized usefulness to the community make it necessary that you join every organized movement of the locality, whether denominational, social, literary or political—provided there are dues attached—and, to state the question broadly, the prices of all the necessary things of life you are compelled to buy have increased surprisingly, while the price of the only product you have to sell—your professional services—remains distressingly the same.

Even when we assemble here for a few days near the historic spot where institutional life in America possibly had its birth amid plain surroundings and in an atmosphere fragrant with simplicity, and where a century later a schoolmaster could be indentured for a few pounds of tobacco, the spirit of Capt. John Smith or pretty Pocahontas gives us no protection from the blighting influence of ultra rates. While it is a costly luxury to be mistaken for millionaires there is nevertheless something refreshing about it. Enough has happened already to bring to us an appreciation of the incident which occurred at one of the fashionable hotels at Atlantic City. The Brooklyn guest of modest means had gone to the hotel for a three weeks' stay; but at the end of the first week he realized his money was practically gone. He decided to go home. After settlement of his bill the owner of the hotel reached him a book with a request he write his name in it and beneath his name some little sentiment or impression of his visit. He was somewhat embarrassed at first to know what to write; but looking at the name above his he found beneath it these words:

"I came for change and rest,
and feel greatly benefited."

Then he wrote:

"I, too, came here for change and rest: the waiters got the change and the landlord the rest."

But despite the times and their attendant hardships and inequalities, you seem happy, appear hopeful and look determined to remain true and loyal. It is my sincere wish you may all gain fresh courage and new strength while in this convention, become unconscious of what appears a lack of appreciation of your calling and its delicate and sacred duties, and, before leaving these sessions, catch more fully than ever before the sound of the dominant note of that poetic thought:

"Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait."

You will, I trust, forbear if I make a remark which may in a sense be personal. Should I serve out my present official term I shall have spent a quarter of a century less one year in school administration—fourteen years as a county superintendent and ten years in my present position. By the expiration of said term I will have reached the age limit (forty years), when, according to the Osler theory, man's initiative is a back number and the necessary enthusiasm to sustain interest in any great work no longer "on tap." If this be true you will pardon my anxiety to bring about, during these closing years, the inauguration of some reforms, with your permission and assistance, which will tend to perfect our school law and raise the interests of our schools, both elementary and secondary, to a higher plane of efficiency and usefulness. I intend to mention and briefly discuss some of them at this time. It may be well to say that the ideas subsequently expressed in this paper are not altogether my own views. I have tried to crystallize into what we may term the opinions of the many, the several individual ideas expressed to me by both school officials and teachers during the past year.

SCHOOL TAXES.

1. We have a direct State school tax at sixteen cents. From the fund which this tax raises the Comptroller is required to take out \$150,000 annually for free text books. There is really no good reason for setting aside this special appropriation for books. It will simplify bookkeeping both in the Comptroller's office and also in the office of the County School Board if the sixteen cents school tax be appropriated as one fund with the requirement laid on the county school officials that they furnish free books to ALL pupils. No one has a right to say that any official would disregard such a law.

It is not practicable to urge that the State school tax be increased and we should not waste our energies fighting for such an increase. The poorer counties are generously cared for under the operation of the present law and they should be entirely willing to supplement by local taxation the amount received from the State to such an extent as will guarantee an efficient county school system with fair compensation for teaching. Teachers whose certificates are first class should be guaranteed a minimum salary of \$450. In counties where the local school appropriation will not insure this amount the General Assembly should fix by law the school tax rate for such county. This would relieve the County Commissioners of an unpleasant duty, perhaps, as it removes the question from the realm of local conditions and petty objections. When the day for fixing the county school appropriation comes the friends of the public school should make a demonstration before the County Commissioners and respectfully urge that a suitable amount be appropriated. The County Teachers' Association should hold a meeting on that day and join in the demand. We usually get what we truly want and are willing to fight for with exclusiveness. Direct your attention to this question of county school tax rate, for in that direction lies the hope for further school betterment.

COUNTY SCHOOL SUPERVISION.

2. The plan of supervision in the counties of Maryland is not adequate. With slight modifications by the General Assembly of 1904 it is the same plan as the State school system of 1865 provided. At that time one person could fill three positions, Secretary and Treasurer of the County School Board and School Examiner, and not be overworked. There is a tradition that time hung so heavily on the School Examiner, more especially in some of the smaller counties, that he was employed to cultivate many of the gardens in and about the county-seat. I cannot vouch for this story, but in this age of school activity, of improved methods, of correlation, combination and alternation, and with increased work as Secretary and Treasurer of the Board I honestly believe many of our School Boards could not make an investment which would bring richer returns than to employ a female supervisor of primary school work. The work of the primary grades, which lays the foundation of intellectual education, still lacks expert supervision. The County School Superintendent has neither the time nor the inclination to look after this phase of his professional work and it is too fundamental to be neglected. There should be in every county a supervisor of vocal music who should meet with the teachers regularly for purposes of instruction and discussion. This teacher should be a member of the corps of teachers of the county high school with opportunity to keep in touch with the teaching force of the entire county. Every county manual training department should have an assistant to the instructor, so that one of the two could be with the teachers of other schools to be designated by the county superintendent.

NEGRO EDUCATION.

3. The outlook as regards the colored schools is not satisfactory. Prior to 1904 the school law required the County School Board to keep open in each election district one colored school as long as the white schools remained open. The new school law repealed that section when the minimum school year for white schools was lengthened from seven and one-half to nine months. There was practical unanimity of opinion at that time that it would not be necessary to have the same minimum for the colored schools, and the time they were to be kept open was left to the judgment of the county school authorities. It is now apparent the provision was not a wise one, for the reason that these schools are not as efficient as they were prior to the change in the law of 1904. Fixing by law a minimum salary for white teachers increased, at least in several counties, the amount spent annually on account of white schools. Whatever money remained was spent on the colored schools; and, as this amount was comparatively small the school term was reduced until now in some counties it is only five months. The annual salary of colored teachers in such counties is less than \$150 and this meager sum fails to induce the best teachers to accept positions. Added to this exhibit the further fact that we have apparently abandoned institutes for the teachers of these schools and other organized agencies for their betterment the question naturally arises "How can we best improve the colored school situation?" If our attitude toward the education of the colored child is one of indifference we are making a mistake. He needs to be educated and trained, but his education and training should be of such a character as will prepare him for his vocation and make him fit into the conditions of community life with the least possible friction. The education heretofore given probably has not been adapted to his needs and consequently when he entered the sphere of work he was a misfit. We must so plan instruction as will avoid these "misfits," whether the pupil be white or black. There is a right kind of education and training which, when given our colored pupils, will benefit them by improving their efficiency. It is more expensive than the kind of work they have heretofore done, but we should not balk at a slight additional cost.

The morning session of the colored schools should be given to what we are disposed to call the formal studies or common school branches. This work should not go beyond the fifth or sixth year grade. The afternoon session should be given over to instruction in industrial arts, nature study, drawing and construction work. The girls should be taught sewing, cooking, washing and ironing, and other household arts. The boys should be carried along such industrial lines as are followed at the Hampton School, or followed as closely as our limitations will permit. The most effective way to do this will be to change the law pertaining to industrial colored schools and divert enough of the \$1,500 appropriation to employ a graduate

of Tuskegee or Hampton School to supervise the work of all the schools of the county, meet the teachers in some central point at least once a month for purposes of planning and instruction, and then visit the schools frequently to work with the teacher until the new plan of teaching is grasped. One supervisor might possibly take in charge the schools of two small counties if adjoining.

The colored school situation is terribly embarrassed by a dearth of capable teachers. There should be one school established in the State with agricultural and industrial tendencies where pupils could enter from the sixth grade of our public schools and prepare themselves, by taking a four years' course, for teaching. The school recently established on a farm in Howard County near Laurel seems favorably situated and might be procured by the State for such a purpose.

We should be fair in our dealings with the colored school question and it would seem that the State could well afford to establish a school where colored teachers may be trained for the new demands made on them for industrial education.

COUNTY SCHOOL SUPERINTENDENT.

4. The County School Superintendent is the most influential officer of the system. The law should be so amended as to require new applicants to hold a first grade, first-class certificate as an evidence of qualification. The law now requires this official to give his entire time to the duties of his position. We should keep the law and not break it. If in any instance the salary is not large enough to justify the superintendent to do this it should be increased to an amount which will be sufficient.

SECONDARY EDUCATION.

5. Provision was made in the school system inaugurated in 1865 for high schools. Several academies had been incorporated before that time for teaching the higher branches and appropriations made by the State for support. The oldest of these is the Marlboro Academy, which was incorporated in 1778. The problem of secondary education would have been simplified had the General Assembly repealed all appropriations for academies when the State inaugurated a system of high schools. This should now be done in all cases where such repeal will not cause the loss of valuable school property as would probably be the case at Brookeville, Montgomery County. All such money which is now voted to these old academies should be voted direct to the county school authorities and this supplemented by a sum which will make an annual appropriation of not less than \$1,500 for a limited number of accredited high schools in each county, or what would seem more equitable, a distribution of such a fund on a basis of pupils who are in the grades above the seventh. Appropria-

tions for private colleges and schools to establish scholarships should be conditioned on the scholarly attainments of appointees to be equal to graduation from an accredited high school.

It is a waste of funds for the State to make two appropriations for the same purpose. The course for the elementary schools should remain as it now is—a seven years' course. The high school course should be extended to four years, thus making the entire course of study for our schools to cover eleven years instead of ten. The work now arranged for the ten should be redistributed without additions over an eleven year course. There should be at least three elective courses when the tenth year grade is reached, viz: academic, commercial and agricultural, and each to extend through the tenth and eleventh years.

The high school curriculum has been and still is burdened by the traditions of the past and especially the needs of those who are to become professional or literary. We accept the idea of Huxley as recently quoted by Commissioner of Education, Dr. Brown, that "no system of education deserves the name of a national system if it does not raise a great educational ladder, which leads from the gutter to the University," but we must begin at the right end of the ladder. The college should grow out of the high school and not the high school into the college. It would seem that the high school has been much nearer the college than it has the plain people whose college the high school is. The percentage of high school graduates is so very small we cannot afford to maintain these schools as feeders of colleges and universities, when by doing this we are not following that curriculum for the high school which will best fit the boy or the girl who does not go to college for life—active and practical life. We are under no more obligation to maintain a course of study for the boy who wishes to become a lawyer, a doctor or a professor, than we have for him who wishes to be a business man or a farmer. The truth is, much the larger proportion become business men, farmers and artisans. In the words of Superintendent Cooley, of Chicago, "Our public schools will not be common in the truest sense of the word until the ability of the pupil to build a gas engine, construct a dynamo or make a difficult chemical analysis is as highly recognized as the ability to translate Virgil or Homer or demonstrate a tough proposition in geometry.

Superintendent Charles T. Wright, of Harford County, then announced that, in the excitement of the fire scare in the morning, one of the lady teachers had lost her purse which contained between \$30 or \$40. Mr. Wright suggested that the Association take some action towards making the amount good. Upon motion Mr. Wright was appointed a committee of one to investigate and to make a report to the Association.

President Cain then announced that the High School Teachers' Association would meet at 9 A. M. (Thursday); that the business meeting scheduled for Friday would be held after the regular meeting on Thursday;

and that Mr. W. G. Houston, representing the Joseph Dixon Crucible Company, would be pleased to see the teachers at Room No. 138.

The meeting then adjourned until 10 A. M., Thursday.

Respectfully submitted,

HUGH W. CALDWELL,

Recording Secretary.

High School Teachers' Association

JAMESTOWN EXPOSITION, NORFOLK, VA., June 27, 1907.

The seventh semi-annual meeting of the High School Teachers' Association was called to order at 9.30 by Vice-President Edward Reisler.

Minutes of last meeting approved.

Vice-President Reisler asked for suggestions for the next meeting.

Dr. G. W. Ward, State Normal School, thought the Association should make an original study of high school work in our State and adopt the opinion of noted theorists as set forth in their addresses and books to our local needs by

1. Meeting at one of the best high schools of the State, outside of Baltimore City.

2. Having a paper read on high schools in general and their curriculum, based upon the writings of some of our noted educators.

Mr. Coblentz, Superintendent of Schools of Frederick, suggested that better results would be achieved by teachers of the Association visiting other schools singly or in small groups rather than in a body, and that committees be appointed by the Executive Committee to visit the various high schools of the State and report to the Association.

Mr. Arthur Smith, Lonaconing, would like the Association to meet in Baltimore next time. He said he got more profit out of visiting the schools than in the meetings of the Association.

Superintendent Wright, of Harford, thought that the teachers would get more good out of visiting the schools if they inquired into the general plan of the teacher and not rely merely upon the observation of the recitation.

The Committee on Electives was not present, but Dr. Stephens reported that the State Board of Education had adopted the recommendation of the Association, making the school course eleven years instead of ten—seven in the elementary and four in the high school; also, that a commercial course had been adopted for the last two years of high school.

He asked that a committee be appointed to work with him in distributing the school work, now limited to ten years, over eleven.

The names of the committee appointed at Dr. Stephens' request are as follows:

William P. Stedman, Principal Belair High School.

Robert H. Wright, Principal Eastern High School, Baltimore.

Arthur Crommer, Principal Towson High School.

Dr. Stephens, of the State Board, was preparing an agricultural course, but had not completed it.

Meeting adjourned.

M. M. ROBINSON.

Secretary.

LANGUAGE IN THE ELEMENTARY GRADES.

Language is the most fundamental and practical of the school arts; the teaching of which is begun in the nursery and which should be the central aim of the elementary school.

Expression is the last and highest operation of the mind; hence the supreme test of a teacher's success in this work is the power which his pupils have to express. Roark says, "Language drill should begin for the pupil the day he enters school and be the last thing done for him as he leaves the university."

Children of six enter school with a considerable vocabulary, many ideas and some ability to express what they know and feel in words, phrases and sentences.

During the first two years the aim should be largely to increase their store of ideas and facts, their vocabularies, and their ability to express their knowledge fluently and naturally. All this may be brought about by conversations about familiar common things, incidents of child life, talks about pictures, folklore stories, child songs, recital of little poems, etc.; all of which make fine training in the power of oral expression.

Some little writing of words and short sentences may be done in that time which will give the simplest written forms of English. Correlate oral language work with other exercises and make it a part of them.

Since every exercise that leads to knowledge ends in expression, 'tis a mistake to let any exercise end without some expression by the pupils. This oral expression which will result in facility of speech is of vastly more importance than written expression, and hence during the first two years but little written work should be done in language, because, naturally, during that time they will give more attention to the formation of the letters than to the expression of the thought.

Granting that all this training in expression has been given, pupils will come to the third year grade with a vocabulary of several hundred words, a good degree of facility in telling what they know and with some skill in writing sentences—which is no mean attainment at this early age.

Now, though training along these lines should be correlated with every exercise, and continued throughout the entire school course, it is not enough—there should be separate exercises in language, and these must have a place in the daily program and should certainly have as large a place in elementary schools as reading and arithmetic. What is needed is

both incidental and regular training in expression. There is little danger that this important art of language will receive too much attention in school training.

The Harvard Committee on Composition emphasizes very strongly the importance of this regular practice.

In the past few years there has been such an increase in the amount of written work required in the grammar and high school grades, that there is danger of careless work being done—much of it may be written without much effort at the best expression—which will lessen the skill. It is only by doing one's best that the power to do better is acquired.

Some educationists devote six of the twelve years of school to training in the art of language; the other six to English grammar, rhetoric and literature. Roark would never begin grammar before the fifth year and preferably a year or two later.

The chief end to be attained then in elementary language training is facility in the expression of one's knowledge and skill in using written forms—facility which will include clearness, force and elegance.

Grammatical accuracy will be picked up by the way; hence the necessity of teachers using the best English; for, to use Professor March's saying, good habits of speech are caught not taught, and Dr. Hinsdale says, "The normal child who hears nothing but good English uses good English."

Language, like lessons in arithmetic or any other branch, should be graded and progressive. A common fault in the teaching of language is its continuance on a dead level from grade to grade. Pupils soon lose interest when they are conscious of no progress.

A good language course may be given by embodying in each year's work these exercises—Observation, Picture, Story, Letter Writing and Dictation. From the fourth year on, in connection with written work and in reading lessons, some preparation for the study of grammar may be done, such as learning the parts of speech and the structure of sentences.

These exercises should increase in fullness and scope from year to year. Correlate the exercises and so give much variety of practice and at the same time the best training in each exercise.

Divide the year into four periods—devoting the first to observation exercises, the second to pictures, the third to stories, and the fourth to letter writing. Dictation drills may be interspersed with each series during the year.

It requires continued and uninterrupted effort in each exercise to acquire any degree of skill. A lesson today on a story, tomorrow on a picture, the next day on a flower, and so on, does not accomplish the same results as turning from one series to another every eight or ten weeks.

The importance of each series cannot be exaggerated, but the ability to write a well expressed and neatly arranged letter is a very important acquisition; one that should receive careful attention in school training. The fact that many pupils leave school before they have reached the sixth

grade makes it important that early training in letter writing be provided. It may begin in the third grade by writing simple notes, then pass to the writing of complete letters. Give special attention to dating, salutation, signing, folding, addressing, etc. Later begin social and business correspondence. Material for these may be gotten from each and every study.

Dictation, the object of which is to make pupils familiar with the written forms of English, furnishes training in spelling, use of capitals, punctuation, etc. In the continued use of these forms pupils come to know them automatically. Dictation exercises should be corrected and rewritten by pupils to attain desired accuracy. It is questionable, though, whether it is worth while to require compositions to be rewritten; the irksomeness of the task more than offsets the advantage accruing.

Again, I shall emphasize the importance of oral language over written. Errors of speech are commoner than errors of writing. Not the least annoying thing about the English heard in public is the tone in which it is uttered. 'Tis said that no one with normal vocal organs and a dictionary has any excuse to offer for faulty pronunciation and enunciation, and certainly none for faulty syntax.

Every oral recitation affords opportunities for drill in the mechanics of speech and the acquiring of a vocabulary. Their knowledge of words may be contributed to by teaching the terms technical to each subject, and not as in grammar, such misleading terms as action words, quality words, name words, etc. In the little lessons in botany the terms petiole, stamen, calyx, corolla, sepal, and so on, may be learned by the tiniest pupil when properly associated.

"Committing memory gems" is an excellent means of giving pupils a stock of words and phrases.

Set up the standard of good speech in every recitation. In all classes one will find pupils with faulty articulation of the sounds. Overcome it if possible.

Roark advocates a definite training in forensics as part of the teaching of English in every school from the third grade up. As a requirement for entrance to the high school, a pupil should be able to express his thoughts and feelings with somewhat of clearness, and to prepare a manuscript neatly and correctly as to margin, paragraph, punctuation, capitalization and orthography.

Professor Hart is quoted as saying, "Failure in English should disqualify anyone from graduation. We have no right to certify to the world as an educated person one who is unable to express himself clearly and correctly in his mother tongue."

HONORA BIRMINGHAM.

BARTON, MARYLAND.

HISTORY IN GRADES IV TO VI.

In beginning the teaching of history in the fourth grade it is necessary that the pupil's mind has been in a measure prepared to comprehend and connect easily the leading events so that he may be the better able to trace their influence upon the history of his country.

By no better method can this be accomplished than by stories of Indian Warfare, Colonial Merry-Making, Historical Tea Parties and Revolutionary heroes. By means of these interesting stories may be created the love of and interest in history, and with attention gained the difficulty in teaching this study will be largely overcome and instead of a task it will be rather a joy.

Of course this should begin in the lower grades, but as it is in the fourth grade that the study of history commences, so upon the teacher of the fourth grade depends largely the awakening of this interest. Dr. S. D. Fess says, "The 'How' in history teaching is valuable, but must not be at the expense of the 'What.' Matter is primary; method, secondary. The former is concrete; the latter abstract, and in danger of degenerating into mere device."

A clear conception of the matter to be taught is therefore more important than the method used, since any method without matter is hollow. The text-book writer can do little more than faithfully record the occurrence of events, and his most convenient and generally satisfactory way of doing this is under the order of chronology, hence his work is likely to be complicated. It is left to the teacher then to interpret the events and not only to distinguish the essential from the non-essential, but to give them under the laws of cause and effect.

Pupils should never be required to memorize the language of the writer, lest by doing so they ignore the general knowledge conveyed, but rather should be guided to read thoughtfully and understandingly, and in time ideas will clothe themselves in easy, natural and expressive language.

The history of the United States of America properly commences with the period when the Thirteen North American Colonies of Great Britain threw off their allegiance to the mother country and established themselves as an independent nation. All that precedes belongs either to the history of England itself, or to that of those other countries whose adventurous sons were participants on the discovery, exploration or settlement of any part of our broad national area.

That the pupil's mind may be the better able to trace the influence of these early events in the formation of the colonies and more fully understand the circumstances which kneaded a widely scattered people into a magnificent nation it is better to divide history into such distinct periods as naturally present themselves, which would seem as follows:

First, Early Discoveries and Settlements in North America,

Second, The Revolutionary War.

Third, Development of the Nation.

Fourth, Agitation of the Slavery Question.

Fifth, The Civil War.

Sixth, Effects of the War and Passing Events.

The first period presents many tempting points for the teacher, but as time will not permit a full account of each colony, it is not best to magnify any section unduly. He need dwell only upon such parts as have an intimate connection with the nationality of the united country. The remaining periods outlining the important and interesting events in the life of our country should be detailed clearly and at as great length as circumstances permit.

All teachers who have taught both geography and history feel the importance of correlating the one with the other. A noted teacher and writer has said that "history without geography is incomplete and unsatisfactory."

Truly the husk only remains if history be taught without due regard to geography, because geographical facts make history what it is and determine the succession of events.

Nothing so effectually aids a pupil to hold tenaciously the account of a battle or a campaign as tracing it out carefully on the map when studying.

Pictures cut from magazines are invaluable and if properly filed and indexed may be ready at a moment's notice.

Perhaps nothing is better to create enthusiasm than to give an oral recitation entirely in the hands of the class. If a pupil hesitates when reciting upon a topic the teacher may ask some one to assist by just the right sort of question. The questions given by the teacher should never be those of the text-book.

The many noted poems or works of prose founded on historical facts may be made as pleasant as well as an important aid in history lessons. For example: "Evangeline," based upon the expulsion of the French from Acadia; "The Star-Spangled Banner," "Paul Revere's Ride," "Barbara Frietchie," and others. The list can of course be greatly extended and will afford a grateful variation, especially appreciated by pupils of the sixth grade.

In summing-up and reviewing the changes and growth of the United States, which have placed this country among the great powers of the world, the teacher will find many topics in the steps that led up to the important place the United States now occupies, but these belong rather to more advanced grades.

Every event should be presented in its relation to the broader idea for which it stands. Pupils should also be led to seek the cause of events and to understand the processes of our civilization.

In a word history properly taught will lead the student to become

broad-minded, liberal-hearted, public-spirited and a valuable citizen of this great and growing country of America.

MARY B. PUSEY.

POCOMOKE CITY, MD.

COMMERCIAL GEOGRAPHY.

The subject of geography may be briefly considered under three headings,—Natural, Industrial, and Commercial,—each closely connected with the other.

In studying natural geography, local or home geography is presented first. The pupil is led to observe the immediate surroundings of his home,—the appearance of the country in regard to hill and dale, mountain and valley, lake and river. He is taught to know the different soils in his locality and the plants best adapted to each, as well as the various forms of animal and vegetable life. His perceptive powers are awakened and trained, and his mind prepared for a wider field of investigation.

Industrial geography is next taken up, showing the different forms of industry that have been developed from the products of nature. Commercial geography, or the study of the marvelous growth of trade among the different sections of the same country or between foreign nations, naturally follows.

I. This is one of the most interesting and instructive branches in the curriculum of the school, arousing the interest, awakening the reasoning powers of the child, and storing the memory with useful facts.

There is always more interest displayed in that which is a part of daily life, and commercial geography is brought into close contact with every day affairs. To illustrate: The farmer sells his farm products to the city and buys there his machinery, tools, clothing, groceries, etc., thus establishing domestic trade or commerce between the city and rural districts. These facts every child knows. He can talk and write about them, thus aiding and developing his power of expression.

II. The study of commercial geography has a practical value which can be used when the student has left the schoolroom and taken up the business of life. In the struggle for existence, "victory is not always to the strongest," but oftenest for the most skilled,—to those who can turn their talents to the greatest account, and apply their knowledge to produce the best results. Here a thorough knowledge of commercial geography may be most useful to a man in making investments in stocks and bonds of new railroads, canals, steamship companies, etc. It helps him to know if these enterprises will cause such additional trade to spring up as to make his investment a paying one. She can use her knowledge, also, in selling her products in the best markets, and buying the articles she needs in the cheapest.

III. To present a lesson on commercial geography to a class, it is absolutely necessary that the teacher has a thorough knowledge of her subject. Previous preparation *must* be made.

By skillful questioning she should draw from the children all they know concerning the lesson, thus arousing their interest and making them contribute to its success. If possible select familiar objects, such as the finished products of the farm, the mine or the factory. Those that have been discussed in industrial geography would be best. Question closely about these. If farm products as cattle or grain, find out what is done with all that is not used at home. If sold, *where*? *How* they reach the markets? *What articles* are received in exchange? *To what ports* they are shipped and from what *ports*? Why these ports were selected? Such questions will cause pupils to think, thus exercising their reasoning powers and their judgment.

The location of the great ports and centers of trade may be easily found on maps,—or better on globes. Then the pupils can readily trace for themselves the routes of trade. Railroad maps may be made very helpful in fixing the lines of great railroads.

The effects on commerce of ocean currents, tides and winds may be discussed in their proper place. Aids to commerce such as the telegraph and the telephone may be made very attractive subjects for lessons in commercial geography thus correlating it with natural science and history.

ALICE McDANIEL, *Chairman*.

REPORT OF COMMITTEE ON MODERN LANGUAGES.

A great deal of criticism has been heaped upon our State Board of Education for the adoption of French and German into the curriculum of public high schools. But however much these critics may say we contend these subjects with perfect propriety should remain.

German and French have: First, a practical value; Second, a cultural value; Third, a formal or disciplinary value. The practical value is, perhaps, the one that will appeal to our people in this age, when, unfortunately, the dollar mark seems to stand beside almost everything.

In our high school courses, however, only a small beginning can be made in the study of these languages, for neither is to be pursued for longer than two years. Yet we can do something and the something we can do should be done with as much definiteness and with as clear an aim as if the subjects were mathematics, English, science or any others we have in the curriculum.

Of course we have to consider the preparation of our teachers for these subjects. We fear a great majority of these are poorly prepared to conduct two years' work in German and French as it should be conducted.

This poor preparation may have something to do with the aim in the course.

Clearly there are three things at which we may aim: to speak German and French; to write these languages; to read them.

The real live and well-equipped teacher may be able to secure proficiency in all—conversation, composition, translation—but, for the present, it seems to us, that it is better to strive for proficiency in one and obtain that perfection, or as near as possible, than to divide the energy for the three and very probably secure unsatisfactory results in all.

We would suggest that reading be made the chief aim. Now, of course, we do not mean at all that there shall be no work done in composition or conversation. There should be work done along both these lines as much as the teacher can find time to do and is equipped to do, but let the one important aim be to read.

We make this contention for the following reasons: First, the pupil will realize from reading a seemingly greater return for his investment of energy, for a productive knowledge of vocabulary and grammar of suitable degree for speaking is acquired slowly and with difficulty; Second, the cultural requirements of the present age demand that a student have a good reading knowledge of these languages, since he must understand these languages well enough to read them with ease before he can appreciate fully the literatures and the place of Germany and France in modern civilization; Third, no one would be so rash as to even presume that we could get anything like a thorough knowledge of these languages in school, or anywhere else, for that matter in two years, so we ought to choose as a basis that element which will potentially give the pupils in later life the greatest pleasure and profit—that element is reading.

Having decided that reading shall be the aim we must bend our energy in that direction. First there is pronunciation to consider, correctness in speech of the languages should be enforced from the very first, because if a pupil does not pronounce the languages well at the end of four months there is strong probability he never will read them accurately. The teacher should read the passages correctly and not allow the pupil to read any way he chooses. There must be life in the reading for rapidity of movement is a characteristic of the languages. It is a good rule to have the class make corrections.

We believe grammar should be used, but should not be studied for itself alone. It is a means to an end and not an end itself. We think that the study given to the grammar of these languages should be systematic. Haphazard instruction will be as bad in its effects as if no instruction at all were given.

Now, as to what conversation and composition may be done, they should be made so effective that the value of work done in reading will be enhanced.

In the conversation selected words given to class from time to time will prove valuable; short questions and answers drawn from the text will be serviceable. This phase of the work will help to perfect the student in his pronunciation and grammatical forms.

Pupils should have some composition for some reason, as to a help in grammar, and because by this means he can better learn to handle the languages. He sees them from various viewpoints. He turns his passages round and round, over and over, until he has a definiteness and clearness about them.

By way of parenthesis, it may be said that much help is gotten by having pupils to memorize easy poems of the languages.

As to what should be read, it seems to us, that texts dealing with description, narration and dialogue should all receive attention. These should be selected because of the scope embraced. Only those should be used which will appeal to a pupil's interest. The selections should be of varied length, difficulty, style and contents. In addition to their educative value, they should give as complete a knowledge of the Germans and the French of Germany and France as possible.

J. WALTER HUFFINGTON, *Chairman.*

MATHEMATICS.

The Committee on Mathematics submits the following report, the object of which is to present a few ideas and suggestions for the thoughtful teacher upon the importance of the study of mathematics and the prominence it should occupy in our course of study.

In considering this matter we are naturally led to inquire the purpose to be served by the study of mathematics. There are two distinct objects or purposes in teaching any subject, first, because it is necessary and may be turned to practical account. Second, because the effect of teaching it is to exercise and train certain powers, and thus serve a true educational purpose. We believe that we may safely say that mathematics, if properly taught, will fulfill both of these purposes. Its rules help us to solve the problems of daily life, and its principles, if properly investigated, serve to train the mental faculties and thus to furnish the development of the learner.

Some educators have attempted to underestimate the value of mathematics as a mind-developing study, but notwithstanding this fact, it is the general opinion that there is no one branch of study so well adapted to mental discipline at every stage. It is true that one subject may serve to develop observation, another induction, a third deduction, and so on, but there is not one single branch that affords a discipline to so many faculties.

We shall endeavor to suggest a few lines of procedure whereby the thoughtful teacher may gain, to a certain extent, a knowledge of presenting

the various branches of mathematics and thus strengthen the method of instruction.

In the beginning of this report we shall confine ourselves to the subject of arithmetic as being the only branch of mathematics which enters into primary or early education. But all the arguments in favor of teaching algebra, geometry and trigonometry to pupils of more mature years apply equally to the teaching of the principles or theory of arithmetic to younger pupils. It is supposed to do for them the same kind of service, to train one side of their minds, to bring into play one set of faculties which cannot be so strenuously exercised by any other department of learning.

We shall first call attention to the practical side of the subject. Although this may be styled the lesser purpose, yet it is not insignificant, and must not be overlooked. The art of rapid and accurate computation, and the ability to apply arithmetical rules deftly and quickly to the various transactions of daily life are too important to be neglected, even for the scientific side of the subject.

Its relative importance to the real mathematical training has often been overestimated, but as to its absolute value there can be no question. There is no doubt that the inability to compute readily is a great hindrance to the progress of the pupil throughout the entire course. Imagine if possible the formidable appearance of a long column of figures to the pupil who is deficient in the art of addition. The laborious task, of making the computation on account of poor training in the earlier stages of the course, causes the work to become so distasteful to him that he loses all interest in a subject which might have been, under more favorable conditions, a source of pleasure and recreation. We may say that he is a mathematical "cripple."

It is a noticeable fact that greater deficiency exists in the process of addition and subtraction than in those of multiplication and division. If you were to enter a primary class room and ask the question, how much are nine times four, the probabilities are that you would receive the prompt answer, thirty-six. Follow this question by, how much are nine and four, and the chances are that the answer will be wrong, or that it will at least be slow.

How shall we account for this condition, and what steps shall we take to remove it? Upon the primary teacher rests this responsibility, and a heavy one it is.

No doubt there are different ways by which the difficulty may be overcome. The pupil knows that nine times four are thirty-six, because he has gotten it by oral drill; he may reason out the result by the use of objects, or by some other rational process, but this process would be too slow for use in the various computations with which he must necessarily come in contact. While oral drill may seem a mechanical process, yet a certain amount of it is necessary and indispensable, and it is mainly by this means that the deficiency in elementary number work must be overcome.

The exercise of rapid counting will greatly strengthen the power of concentration and intellectual attention. Now and then it may be well to assign a certain amount of work to be done in a given time. One advantage of this plan is that it keeps the pupils whole power keenly bent on one object, and permits no foreign thought for the time to intrude into his mind. Quick work should always be encouraged in all mathematical processes: it is not, as in so many other subjects, another name for hasty and superficial work. In this department of school work slowness and deliberation are rather to be guarded against than encouraged. The most rapid calculators are those, who when engaged in the solution of a problem, shut out everything else from their thoughts, and it is by virtue of their ability to do this that they are rapid calculators.

The following may be an extravagant statement, yet we feel justified in making it. The primary teacher who by careful and intelligent guidance has given to the child the power of concentration of thought and the ability of rapid and accurate computation, has done more toward the moulding of the accomplished mathematician than the university teacher who aids the youth in unraveling the mysteries and intricacies of trigonometry, analytics and calculus.

Thus far this report has dealt principally with the subject of arithmetic as an art, endeavoring to set forth a few suggestions by which the teacher may be guided in making the mere arts of computation the effective part of mathematical education. We shall now consider more fully the claims of mathematics as a science.

The main purpose in life is the acquirement of truth; but the mere accumulation of facts and information does not supply that want. We call mathematics a science, and science is a knowledge of things and facts in their true relation to each other. Every fact worth retaining is connected with some general truth, and it is in tracing this connection that science mainly consists.

The subject of mathematics, whether arithmetic, algebra or geometry, should be so taught as to develop the searching and inquiring power, the love of truth, and the habit of correct reasoning. If the subject can be so taught as to serve this purpose, it has a value which greatly overreaches what seems to be its immediate objects, and will be found to affect not only the notions about number, but also those about every other subject with which the understanding has to deal. The subject of mathematics considered as a science affords examples of both inductive and deductive processes of learning. If the pupil solves a problem by experimental and chance methods, and having seen how the result comes out arrives at the conclusion that a certain method serves his purpose, he has reached this conclusion by the process of induction. But if he starts with axioms and definitions, and afterwards applies these to the solution of problems, he is availing himself of the method of deduction: but the method of deduction

is, after all, the characteristic process in arithmetical, as well as in other departments of mathematical science.

Throughout the entire course it should be the aim of the teacher to keep a careful watch over this process of deduction, to see that it is gradual and progressive. Problems should always be adapted to the age and capacity of the pupil; they should be such as the average pupil should be able to solve without assistance. It is contrary to pedagogical principles to give a child a problem it cannot solve by its own effort. The pupil grows in knowledge and power by what he does by his own efforts, and is encouraged by tasks within his own ability to perform. On the other hand, his progress is correspondingly arrested, and he is correspondingly discouraged by tasks he cannot perform.

By this we do not mean to advocate or encourage a course of what might be termed "soft pedagogy;" but to impress the fact that the preliminary training for the work to be done, and the assignment of problems should be of such a character as to enable the pupil to accomplish the task without assistance. We believe that the teacher who does not find that the pupil of average capacity is able to solve nearly all the problems assigned, will discover that the fault is not with the pupil, but with the manner of conducting the preparatory recitation, or with the assignment of the lesson. It should be remembered that the assignment of the lesson is an important part of the teacher's work; this is especially true in elementary classes, and we would recommend the rule "Too little rather than too much," as a safe one to follow.

GEORGE F. MORELOCK, *Chairman*.

Maryland State Teachers' Association

THURSDAY MORNING, JUNE 27.

The morning session of the Association opened by the singing of "America" and "Maryland, My Maryland," under the leadership of Prof. T. L. Gibson; Professor Lippy at the piano.

The minutes of the meetings held June 25 and June 26 were then read and approved.

Dr. C. J. France, of the Department of Pedagogy of the Baltimore City College, was then introduced by Dr. Cain, and delivered an address upon "The Modern Conception of Education."

THE MODERN CONCEPTION OF EDUCATION.

The human race has had but one vital interest. All other interests are incidental. Like the tail of the comet, they are but the wake of the effulgent splendor—sparks, embers, a fading brightness. Just one thing, I repeat, we men and women have really at heart, and that—hold our heads as high as we may—is shrouded in mystery.

It was Prof. John Dewey who struck the living rock, which brings forth fountain springs of truth, when he enunciated the dictum, "The school is not preparation for life, it is life." The flashing, brilliant comet, all absorbing in the heavens of human interest, is life.

Education is life—that is my thesis. Just as man's answer to the question, What is life? has been the power behind the throne in determining the forces that make for civilization, so his answer to the same question has been the determining force in his conception of education. It is my purpose, by reviewing briefly two of the greatest conceptions of education in the past—the conception of education as learning, and that of education as discipline—to show you how both took root in man's conception of life. I further purpose to show wherein these failed and how a new conception, taking its rise in our modern interpretation of life, has, if not entirely supplanted them, at least has been awarded the olive branch and placed in the seat of honor by modern educators.

LEARNING THEN THE IDEAL.

One of the foremost factors in setting up learning or knowledge as the ideal of education was the dread of life's uncertainties, that gadfly of

unrest, which has driven man from savagery to barbarism, from barbarism to civilization. History is but a long record of man's achievement in dissipating chance and reducing the dangerous uncertainties of darkness, of lack of shelter, food and clothing, into certainties of light, of comfort, of safety.

Man's first aim in delving for knowledge was not for knowledge sake—aim of modern science—but rather the aim was to reach out into the future, grasp the firm hand of surety and be lifted forever from the clutches of the great unknown. So men became astronomers and studied painstakingly the heavens, because in the arrangement of the stars lay concealed the secret of each individual's future, his horoscope. So chemistry had its conception and development in the search for an elixir of life, a magic fluid which, if found, would banish forever fear by solving the problem of immortality. Under the banner of mysticism has sailed each quest for a supernatural knowledge—the golden fleece of every ancient and mediæval Argonaut. Do we wonder learning was exalted and became a dominant conception of education?

However great the value of this conception, and I am free to confess it has not been small, it has had one vital error, namely, its poor estimation of man's individuality. The individual was but an empty pitcher at the well in whom truth should be poured. The knowledge was to determine him, not he to determine the knowledge.

Though many claim that the mourners are at the door, this ideal of education as learning is not dead. It is still worn, emblazoned on the escutcheon of many a chivalrous knight, who challenges his foes to unhorse him if they can. I would venture to say that among the majority of the laity, especially the uncultured, learning is king of the educational gods. The yardstick by which the untutored parent measures your efficiency and mine as a teacher, is how many facts we have crammed into the head of the child. It is like collecting leaves in a barrel. One person brings enough to fill the barrel, a second brings enough to fill the barrel. In order to get his leaves in he must needs jump into the barrel and cram those down already there. This process continues. When it comes to a display, the fullest barrel makes the biggest bonfire. In former days it was not an uncommon practice for school commissioners, parents and the community at large to test at the end of the school year the schoolmaster's results in this cramming process. At such festivities not infrequently any member of the audience had the privilege of asking questions of the poor frightened child.

THE DISCIPLINARY IDEAL.

Let us consider the ideal of education as discipline. This conception was, and is, in direct conflict with that of education as learning in that its main thesis was "The important thing in education is not the learned, but

the process of learning." It would be difficult to say which of these two, learning or discipline, both of which have flourished from earliest times, now one dominating, now the other, has had greater influence.

If we look back to that most potent answer ever given to the question "What is life?" the answer of the early church, you will see the origin of the conception of education as discipline. To it life was but a caravansary, a place of but brief sojourn, the meaning of which was preparation. Self-abnegation, rigid discipline for the sinful soul and sinful body was the program. Under the conception of education as learning the ideal for a man was that of a bookworm; under that of discipline the ideal of a man was that of a worm of the dust. Have we reached the ideal that a man should be a man, as his Creator intended, when he made him such?

Just as this disciplinary view of life remained for centuries the leading conception of the church—a conception so strong that it burned even more fiercely in the Protestant Church, after the Reformation, than it did in its foster-parent—so it has stood like a rock, especially in the last 300 years, as the main conception of education.

Let us regard this disciplinary view at close range. I go into your school. Do you realize you must give me justification for every subject you teach? What is it? This affords useful knowledge. But this arithmetic—is all that useful? This old formal grammar we used to teach—is that useful? This Latin? Are these schoolroom rubbish? By no means. Listen to the argument in their favor. Says their exponent: They give an intellectual exercise and activity which "produces a power or ability out of all proportion to the expenditures of energy therein; a power that will be serviceable in most dissimilar experiences and activities; that will be available in every situation; that will be applicable to the solution of problems presented by any subject, however remote in kind from the one furnishing the occasion for the original disciplinary experience."

IMMORAL AND CALAMITOUS.

The chief point of method was that a subject should be made hard and difficult. The mind was to be trained by scaling intellectual mountain peaks. "The great problem in education," said one statesman, Alexander Hamilton, "is how to induce the pupil to go through with a course of exertion, in its results good and even agreeable, but immediately and in itself irksome." Says Tarver, an English writer, for in England as nowhere else has this idea flourished: "My main claim for Latin, as an Englishman and foster-parent, is simply that it would be impossible to devise for English boys a better teaching instrument. The one great merit of Latin in the schools is its tremendous difficulty."

Though there is undoubtedly some truth in this disciplinary conception of education, I cannot but agree with the following sentiment of President Butler, of Columbia: "It is a common thing to hear it said that since life

is full of obstacles and character is strengthened by overcoming them, so the school and college course should not hesitate to compel students to do distasteful and difficult things simply because they are distasteful and difficult." And he continues: "I do not hesitate to say that I believe that doctrine to be profoundly immoral and in its consequence calamitous."

SPECIAL NEEDS OF LIFE.

I would like to discuss three of the faults of these two great conceptions of education.

First—In that they failed to lay stress on the special demands and needs of life.

Second—That they failed to meet the special aptitudes of the child.

Third—In that they entirely ignored the child in his younger years and in his older years regarded him as but a small model of an adult, instead of an entirely different creature.

As just stated, the first failure of the older conceptions of education was neglect of the special demands and needs of life. Paulsen, the German philosopher, is indisputably right in his insistence upon the fact that the modern world has developed a culture of its own, which, while an outgrowth of the culture of antiquity, is quite distinct from it. It is to the modern culture our education must lead. The first question to be asked of any course of study is, Does it lead to knowledge of our contemporary civilization? If not, it is neither efficient nor liberal.

It was the natural scientists—Spencer in his classical work and Huxley in his masterly essays—who placed this phase of education in its proper perspective. Theirs was chiefly a victory over the conception of education as discipline. Though with them the acquiring of knowledge was a leading ideal, the knowledge they would impart was a live, practical knowledge, bearing directly on man's everyday needs.

SPECIAL APTITUDES IGNORED.

In connection with the second fault, the failure of these older views of education to meet the special aptitudes of the child, I wish to quote from the late Francis Walker, President of the Massachusetts Institute of Technology, one of the pioneers in the scientific, industrial and manual training movement in this country. He says:

"The consideration which weighs more than any other, in my mind, is that the introduction of shop work in the public schools, closely affiliated with exercises in drawing and design, will give a place where now there is no place at all, or only a most uncomfortable one, to those boys who are strong in perception, apt in manipulation and correct in the interpretation of phenomena, but who are not good at memorizing or rehearsing the opinions and statements of others, or who, by diffidence, slowness of speech or awkwardness of mental conformation, are unfitted for mental gymnas-

ties. It is mighty little that the ordinary grammar or high school does at present for scholars of these classes. Not only do they get little personal pleasure from their work and receive little commendation of the teacher, but, in the great majority of cases, they are written down blockheads at the start, and have their whole school life turned to shame and bitterness. And yet it not infrequently happens that the boy who is so regarded, because he cannot master an artificial style of grammatical analysis isn't worth a cent for giving a list of the kings of England, doesn't know and doesn't care what are the principal productions of Borneo, has a better pair of eyes, a better pair of hands and even by the standard of the merchant, the manufacturer and the railroad president, a better head than his teacher. Such boys are practically plowed under in our schools as not worth harvesting. The teacher may be ever so pitiful and patient; that matters something so far as the child's happiness is concerned, but so long as he is kept wholly at exercises for which he is not by nature qualified, it makes little difference as to his chances of success as a scholar."

EVOLUTION THE TRUE IDEAL.

In discussing the third failure, I am led directly to consider the modern conception of education.

Just as the older views had their root in man's answer to the question, What is life? so has the modern conception resulted from a new interpretation of life—an interpretation which has already in its brief history wielded an unprecedented influence on man's thought and which I believe is still in the infancy of its accomplishment. I refer to the answer to the great question which the science of life, modern biology, has given, "Life is evolution."

The marvelous import of this answer many have failed to realize, because it has conflicted with religious dogma. It is true the doctrine of evolution denies in no uncertain terms that weak ethics which came down to us as a relic of the Middle Ages, that man was steeped in iniquity, that the child came into the world sinful. It rather confirms the dictum of Rousseau, "Everything is good as it leaves the hand of the Creator."

The religion and ethics of evolution say, life is the power of development bestowed by the Creator in order that through unceasing struggle with present conditions, through well-won victories over every opposing force, man will go on developing and evolving until he reaches that ideal of himself, which, in the philosophy of Plato, the Supreme Being has set as the goal of every individual. The eminent biologist Haeckel has said that he believed this process of evolution would continue until a race of men existed on the earth as much superior to the present race as the present race is superior to the lower animals. We hold our breath at the magnitude of such a thought.

EDUCATION'S REAL AIM.

Listen to the truth of evolution respecting childhood, your field of labor as teacher. It tells us that as the race has evolved, the period of infancy has lengthened until today it extends to about twenty-five years of age. What is the reason for this? The biologist answers, The purpose of life is evolution, development. There can be no development if life be not plastic. Therefore, the plasticity of childhood is nature's means of bringing about social evolution. The static period represented by adulthood conserves the traditions of the past and is thus of high value to the race. But the plastic period represented by childhood is of prime importance from the standpoint of progress. This, I take it, was the meaning of Dr. Osler's now famous speech on the non-productiveness of old age. From this viewpoint we can understand the generalization—that education is not preparation for life, it is life. Only in the plastic period can education take place. And only that education is truly education that falls in line with the very purposes of this plastic period, namely, in bringing about directly development and indirectly social evolution.

In this connection I would like to call your attention to the theory of our own philosopher and historian, John Fiske, that society itself had its origin in the helplessness of infancy. He pointed out how in prehistoric times, when primitive man was little more than an animal, the prolonged period of infancy of the child over that of lower creatures kept the father and mother together, not months, as in the case of the animals, but years; how out of this primitive family a union born of necessity, in order to preserve the highest product of racial development, the home and home affections were evolved; how the home developed into the tribe and the tribe into the state, and in the state modern civilization itself developed.

Time will not permit me to discuss with you how the new science of child study, springing up from these prolific seeds of evolutionary thought has turned us from the older conceptions of learning and discipline to those of development and social evolution; how the one idea that the child is recapitulating racial evolution has made us tremble at the magnitude and delicacy of our task as educators, realizing, as we do, that every step of that development is fraught with danger and yet is replete with opportunity, until we say not so much with man as with the child "there is a tide which taken at the flood leads on to fortune, omitted all his life is spent in shallows and in miseries." From this viewpoint we have at last realized in part the power of the doctrine of self-activity and interest as guides to educational methods.

NOW IS THE GOLDEN AGE.

The doctrine of evolution has made no greater contribution to our conception of life and through it to our conception of education, than the stress that the ethics of this doctrine lays upon the present. Former

theories of life put either too much stress on the past or on the future. Eden lay in the past, heaven in the future. The here and now was but a stage for discipline—a desert lying between two oases of perfection.

What a change was wrought by the new philosophy. Life is evolution! Its forces are at work unceasingly. Not the past, not the future, but the present is to it the golden age. "Now is the appointed hour"—that was the masterpiece of ethics laid down by the Master Teacher of Men. It has remained for the philosophy of evolution to show its real value.

If I have a message to bring you today, it is here—to try to make you realize the importance of the present in the life of the child.

Stanley Hall it was who said it is the very essence of genius to say and believe here and now is the time. He is truly the man of genius who, thrilled to the very soul with the conviction—my present work is the most significant in the annals of history, the most vital for the throbbing life of humanity, the most portentous for the future—throws himself into it with the zeal that knows not defeat. This is not only genius, it is also poetry. For all genius is poetry, the lifting of the dull material into the realm of the ideal.

I believe every man and every woman has in himself or herself a spark of the divine fire which kindles this flame—the flame that has ever been and ever will be the conviction: My present work is of vital import to the world.

I believe we, as teachers, have the richest field of work life can offer for idealization. If the answer to the undying question, What is life? is that life is the power bestowed upon man by the Creator to evolve until he reaches the Creator's ideal of him, and if the plasticity of childhood is one of the great biological forces for bringing about this evolution, then your work and mine as a teacher is in direct line with life's purpose.

Prof. William Marshall Black, Principal of High School, Lynchburg, Virginia, was then introduced by Dr. Cain as an old friend of his and a former Marylander.

Professor Black, who is in charge of the educational exhibits at the Exposition, then explained to the Association when and how the exhibits could best be seen. He said that he noticed by the program that the exposition committee had been negligent in not having some one to formally extend to the teachers an invitation and welcome them to the grounds, and said that he would attempt to do it for them. He said that the exhibits in the Educational Building were practically complete, and that with the separate exhibits in the State buildings of Connecticut and Massachusetts and the exhibits of New Jersey in the State's building, the whole was very comprehensive. He referred particularly to the fine exhibits of the Johns Hopkins University, The Woman's College of Baltimore, and The Jacob Tome Institute of Port Deposit.

Miss Nan L. Mildren, Supervisor of Primary Work, Caroline County, Maryland, was then introduced by Dr. Cain. Miss Mildren presented an excellent paper on "The Story—Its Place in Education."

THE STORY—ITS PLACE IN EDUCATION.

I have the advantage of having a subject that appeals not alone to you as primary or intermediate teacher, but also to him—the grave professor; not to the learned alone, but to the most ignorant; not only to the wonder-loving child, but to him whose hairs show the hoar frost of years; not alone to the English-speaking world, but to all peoples in all lands; not only to him that dwells in costly court or crowded city street, but to him that toils low amid the shadows or that spends his happy hours amid the birds and flowers.

Come with me to storyland!

What is a story? Some one answers, "A picture—a word picture that helps us to see more clearly, feel more heartily, act more faithfully;" another—"A work of art." Yes, as true a work of art as any e'er put upon canvas or carved in marble.

Again we are told: "The aim of the story is to give joy, to stir and feed the life of the spirit, to enlarge and enrich the child's spiritual experience and stimulate healthy reaction upon it."

There are other aims and many, but to give joy ranks first and foremost for only by gaining his attention and interest can we hope to do aught else with this wiggling, squirming piece of humanity.

Do you suppose for one minute those mammies of old—those queens of story-telling—or the majority of mothers of the present day ever stop to consider how much geography, history or morals they are teaching? No, they are giving him pleasure, satisfying his craving and perhaps keeping him quiet.

That dear old "once upon a time" has, since years beyond recall, about it a charm most powerful.

Let us go back in history, back ever so far back to the time long ago when the world was young; here we find the ancient bard wandering from camp-fire to camp-fire telling his simple stories while men sat at his feet and listened with childlike simplicity. So we find all thro history how the story was carried from one people to another; how it was enjoyed alike in the gay court of the king or the lowly cot of the peasant; how it has given the same pleasure, held the same interest, compelled the same attention from the bowed head, whitened with age, to the wistful upturned wondering eyes of the little child.

Is it then to be wondered that the love of listening to a good story has come down as a rich inheritance? Is it then to be wondered that as soon as each curly head can make known his wishes the demand comes first, last

and always: "A tory, please, more tory?" This is at times the only remedy to heal alike broken hearts and bruised heads.

This usually active piece of humanity will sit almost motionless for whole hours at a time listening to the wonders of "Old Mother Hubbard, she went to the cupboard to get her poor dog a bone," or some other such nonsense so dear to childhood. It is his food, his nourishment, or why should he crave it?

Then we that are so wise, that are studying him from the standpoint of psychology and every other ology under the sun, why not come to know him—see with him, feel with him—and take this that means so much to him, that holds his interest, secures the concentration of his thought and make it a telling instrument in an educational way?

What is the cry of our schools today? No concentration of thought, no ability to follow for any length of time a sequence of ideas, consequently little or no growth.

Let us take the story that has been his food in the home and the kindergarten, and by it bring in close relation the home and the school, create a good feeling between pupil and teacher, bridge this gap that Dewey speaks of between the kindergarten and the primary school, stir his imagination, arouse his emotion, form habits early of logical thought and sequence: give him culture, instruction and mental stimulus; make him "think, feel and want to express."

Its place in education? Could we doubt it?

Let him of the sober mien who frowns and points with scornful finger saying, "Another useless fad"—he that knows nothing of the joys and pleasures of childhood and cares less—for he, like the character of the poem, "sprang full grown" to the office of "stern wielder of the birch and rule;" I say let him beware, for the story with all its pleasures and rich resources will go marching on, and, he, for the sake of the children, it is to be hoped, will go marching out.

Some years ago in the Italian section of a crowded city school with a sea of dusky faces before me, ranging all the way from Frank Ottanio—lean, long, lank—who was religiously scrubbed every morning of his life with a coarse crash towel and ivory soap (be it said none too gently), until his dirty, swarthy skin fairly shone and he protested: "No more scrub, teacher, no more scrub!" All the way down to Michael Dinapoli—short, fat, roly, greasy, curly.

How was a young man and inexperienced teacher to keep for five and a half whole hours of every day in a whole school week this mass of tiny sons and daughters of fair Italy in the required order of the well-disciplined American schoolroom?

Well, I'll tell you a secret. It was not long before these little foreigners learned to work like trojans, so as to receive at the close of the day the reward—a well-earned story!

And all the way down from Frank Ottanio—long and lean and lank—to Michael Dinapoli—short, fat, roly, greasy, curly—they lived and worked for nothing more than a story!

And I tell you they received some good medicine, done up in old homœopathic style!

All the way from flaxen-haired Gretchen of the Fatherland to the dark-eyed Tony of the sunnier clime or to the sallow-faced, almond-eyed Chin of a Celestial Isle are we telling and making known our stories; are we Americanizing and giving our heroes—a Washington, a Lee, a Lincoln!

A visiting teacher of some years' experience one day said: "How in the world do you ever keep all these children quiet for such hours?"

And when told "by telling them stories," she remarked: "And what do you suppose the Superintendent would say, should he come in and find you telling them stories?"

Well, that Superintendent did come one day—came in at the most critical moment—just at the time the villain of the story should have been killed in cold blood, according to the judgment of the audience. But how could it be done with that Superintendent coolly looking on?

Words were lingered over and sentences long drawn, but that climax had to come, and he would not go. Better to risk the displeasure of one Superintendent than the wrath of an army of children whose very lives seemed to be hanging on the outcome of a story!

Ah, this teacher of little experience knew little then of the real value of story-telling, but she had learned this, that it was a sure preventive and cure for all forms of disorder; that it held the attention and interest of children when everything else failed.

And this Superintendent? Well, he said nothing, but he looked wonderfully queer and walked out—a way Superintendents sometimes have.

There are many aims given for story-telling. McMurry tells us: "The early aim of the story is to gain attention and co-operation of children by furnishing them with abundant food for thought." Another aim: "The primary object of story-telling is to stimulate the imagination of the children, cultivate a taste for good literature and to direct them to the best books." This last is the direct aim of the story-telling work in the public libraries.

What are they doing in the library with the story?

They are trying to bring in close relation the library and the school, the library and the home; thus making an unbroken chain library, home, school; library, school, home.

What do they use as their instrument? The story to be sure!

They have what they call a "children's hour," hoping to especially reach children between nine and twelve and thus lay the foundation for good reading.

From Portland, Oregon, the pioneer of the movement, from Cleveland, Pittsburg and others comes the same report: "It is impossible to lay too

much stress on the influence the story has had on the children's reading. Whole classes of books formerly untouched are made so widely popular by story-telling that it is not always possible to supply the demand for them.

"Moreover, this popularity seems lasting, for it is observed that the demand for the books increased rather than diminished the year after the stories are told."

The library is realizing its aim: "To stimulate the imagination of children so as to cultivate a taste for good literature, and direct them to good books."

Come with me to the "story hour" in one of our large public libraries. There either seated on the floor or on small chairs intended for them are many, very many children of all sorts and conditions listening with interest to Norse or Greek myth or, perhaps, legends of King Arthur. It has been said in one of the libraries that the attendance during the year amounted to 29,868, an increase of 12,836 over the year before.

These stories in the libraries are so told in such a connected way that they hold the child from one story hour to another and enable the teller to present fragments as a whole.

Systematic preparation is made and a regular program followed.

History, the beginning of history, told in a beautiful way, and the connection made with the living present!

This is something that the one telling stories has sometimes to meet. Having been asked to tell the Easter story at the "Children's Hour" in the Carnegie library in a city some distance from here and having the caution—"It must be an Easter story and one adapted to the age of the children"—I naturally prepared an Easter story to meet, as I supposed, children from nine to twelve, when what was my surprise upon reaching the beautiful children's room to find a motley crowd, ranging from a small babe in arms of an older sister to almost anything or anywhere.

How that crowd would have enjoyed the story of the "Three Little Pigs!" How I longed to meet their demands and tell it!

The Easter story had to be adapted in a somewhat hurried way. They seemed to enjoy it, but not half as much as if they had been first sharpened up to it by having had that most interesting and exciting story of those "Three Little Pigs."

No one, however, made objection heard except the babe in arms and he wildly remonstrated. It was impossible to have adapted to his age.

Do you know I heard the other day of a man who had never heard the story of "The Three Bears." Just to think of it, a real, live, grown-up, living man and to never have heard of those three bears! Something missing in his life!

Seeing what is being done with the story outside, now let us come back to its place in the schoolroom. We know that thro it we get interest and form habits of concentration and sequence of thought. We know that we bind together the home and the school, and that we create a pleasant feel-

ing between teacher and pupil and a good atmosphere in general in the schoolroom, that it brings new ideas and new ideals, that it adds strength and interest to other lessons. Let us think of it in relation to this other work of the schoolroom: The story is preliminary to all things the first few years of the child's life. As has been said it opens the door to the reading lesson by giving motive and vitality to it. It is a good introduction to literature. Children may like and make their own the best that has been given us—Longfellow's beautiful Indian story and others. It is thro the story that an interest is taken in and a love created for history, geography, nature. We are told that "a child's love for stories is his first awakening to historic interest," and the art of telling a story the Germans regard as "the final test of a teacher's skill."

The story is the most effective factor in language teaching—the story is told by the teacher, it is followed by reproduction on the part of the children. It may be reproduced orally, it may be written, it may be in form of dramatization or it may be drawing, cutting, modelling or construction.

The oral reproduction, we know, is of great value for it is not only to hear a story, but to so follow, so feel, so arrange as to tell others. This tends to fluency, freedom and accurate expression.

It is very necessary in primary grades, especially to devote our time to oral expression. As has been said: "The acquiring of skill in speech is a duty and necessity as necessary to the American Republic today as in the Grecian Republic 200 years ago. It is needed in social, political and business affairs."

It is a main thing that helps make us more efficient members of society.

The man that really thinks and is unable to express that thought is depriving society of much.

In oral expression the child gets a command of self that will be valuable in after years.

In the country school the timidity upon the entrance of strangers and lack of power of expression is especially noticeable.

One day in going into one of our small country schools, I was asked by the teacher to conduct the opening exercises. I began by asking a question, when what was my surprise to find every head in or under the desk in a twinkle. It was a most embarrassing moment! You know how you would feel should you stand to speak and the audience would suddenly disappear.

What should I do?

To coax would not have been the thing, to command would have been folly. Then to my assistance came as it so often has—"tell them a story." And so I launched out on my story throwing my whole soul into it. This was a case of lose or win! Finally one head came up, then another, and another, until all those heads were above and all those eyes were looking straight into mine. Something inside said, "You are winning." And when the boy who had been first to disappear spoke right out and asked a question. Something inside said, "You have won!"

We had interesting lessons in reading, language and number that day and when the time for parting came the same lad said, "Come again to see us and tell us another story."

The power held in one simple story!

What is the cry of the high school today?

The children that come to us cannot express themselves intelligently either in written or oral composition. To be sure they cannot in the latter if they have never had drill in the former.

After having much oral work, it is said, "He will write more with the idea how his words will sound than how they will look."

The old idea of written composition meant knowledge of grammatical laws, of the meaning of words, of the use of spelling, punctuation, etc.

They were told to write upon "truth" (poor little rascals, not many knew how to tell it!)—and—they did not write or they wrote upon everything except truth.

One thing of which we are certain—they took a dislike then and there to composition.

The old way assumed, as some one has said, "that material for writing was already in the child's mind and that the ordering of such was at his mercy."

Stories seek to develop the mental and language power.

The story does not stop with words, but we are today realizing the value of other forms of expression, those that mean the healthy co-operation of mind and body. Oral treatment of stories lead the children to physical energies in carrying out the suggested line of thought—so we have drawing, cutting, modeling, construction, dramatization. I say the little child that can form as clear an image and carry it in mind to reproduce a connected story like this has worked out a problem better than either you or I could possibly give him from Brooks, Wentworth, Prince or Smith.

We know that in a good story there must be: "Content of worth; simplicity of plot; clearness of style; action and dramatic situations and climax."

We know that the power of the story is in its relation to other things in the child's life.

Upon the kind of stories we tell depends his literary taste.

There are so many kinds of stories these days—imaginative, realistic, scientific and historic—that we may feed him in various ways.

The fairy story, legend, myth and fable, as well as history and romance are right at our very doors.

We must bear in mind that children demand different stories at different stages of growth. Let us mention some of these and consider their value:

When the child first comes to us there is still ringing in his ears the music of old Mother Goose melodies. We gather up and use these old friends of his, thus building upon past experiences and drawing together home and school.

Then comes the love of the fairy tale—the imaginative. Emotions and imaginations are strong at this age.

I have known a child to come in from our own Pennsylvania woods and declare to her astonished parents that she had actually seen and talked with real Indians right in those very woods.

And when that father said: "Mary, this 'ere child must be broke of such lying"—the child came back from her world of fancy and wept as any child would at such an accusation from a father.

Lying! If this be lying! Oh, Wagner, come back from a past, let the ivory keys feel once more the magic of your touch!

And you, Michael Angelo, slay your "Youthful Davids"; carve no more in marble white your fancies and your dreams!

Raphael, without a rival, cast aside that muse-touched brush; no more painting altar pieces, no more large historical fresco, no more portraits, no more scenes from classic myth; cast aside your world-known madonnas, blot out your "Transfiguration," Dante, you who stands alone in solitary grandeur. You, the father of the "Divine Comedy," renounce this child of yours for, Dante, you've been lying.

Shakespeare, you with that sudden, overwhelming energy; and Milton, you whose "Paradise Lost" is the noblest creation of human imagination. Do you realize it is all a lie?

Oh, ye great and noble,
At whose shrine we kneel;
Come, let us once more
Your glory feel;
Come, come answer for your sin,
If sin it be!
And clear this innocent child;
Set her from the curse of untruth—free!

Mr. Lowell says: "The fairies are permitted once more to imprint their rings on the tender sward of the child's fancy; and it is the child's fancy that often lives obscurely on to administer solace to the lonely and less sociable mind of the man. Our nature resents the closing up of the windows on its emotional and imaginative side and revenges itself as it can.

"It is to the sense of wonder that all literature of fancy and imagination appeals, I am told that this sense is the survival in us of some savage ancestor of the age of Cleut. If so, I am thankful to him for his transmitted nature."

To what good qualities can the fairy story lay claim? It is "child-like" and of lasting nature and holds in it good moral ideas. It helps us enjoy art and literature better and lays a good foundation for taste in style.

How much richer the life that has enjoyed and appreciated Cinderella—that has sympathized with her in her hard lot and has shared with her the joy of finally having all good things and really being a princess.

When we come across a Cinderella in after years, whether in a book or on the real stage of life (perhaps, as has been said, only the mention of the name Cinderella), will call back this dear friend of our childhood and all the sweet old associations with it.

There is one thing for which I want to make a strong plea, and in this you may not agree with me. I would bury deep this day, deep, deep under the sod with all his murdered wives, the wicked Bluebeard; and to be sure of his not getting out I should pile huge stones upon him.

A teacher told me in one of our meetings that to this day she dislikes the mention of "Red Riding Hood." Why? Because as a child the story had ended for her in this way: "The wolf swallowed Red Riding Hood and the whole family and they lived inside of him for a long, long time."

Such an unsavory, uncanny thing to follow us through the years!

We do not want to take from these old stories their real savor, but we do want to guard against anything of this kind. It is best not to cater too strongly to this love for the horrible in children.

Fables? What value are they? Could you know a little child and ask this? They contain so much wisdom, are so simple and to the point.

The ones taking part are usually animals, talking animals. There is nothing a child enjoys more. Think of a certain picture that should be found in every school-room—"Can't you talk?"

The little child is looking up into the great dog's eyes and asking this question. The sympathy between them has been so great that he feels there is but one thing left for that dog to do.

So when animals talk in the fables and say such wonderfully smart things, it is meeting a demand of the child's nature. There is also always some good moral truth to be found in the fable.

We come to the mythical story. Some one has said: "It is a storehouse of children's literature." We find ourselves introduced to a company of heroes or great and simple characters.

Here we come in contact with history and geography, as well as with modes of life and thought.

The ethical teaching of the myth is deep and strong. The dramatic action and poetic setting mean much to the child. For the wonder-loving children the stories teem with giants, elves, gods, goddesses, dauntless heroes and strong, fierce men.

The study of the myth means culture effect upon both pupil and teacher. As in the fairy tale, the child that has had myths is able to appreciate literature better, see more in art and enjoy life more fully.

How much richer the life and broader the interest of a child who sees in the rainbow bridge stretching from Dreamland to the Garden of the Gods the tears of the sorrowing Aurora; for whom every sunflower flaunting its gaudy head over the near-by wall is no longer a great coarse flower, but stands for the sea nymph Clytie.

What a wealth of legend and myths is wrapped up in the birds, the trees, the flowers, the simple and every-day things of the child's early years.

Rich is the mind that has been fed upon myths.

Then there is the story with the moral and the treatment of it. More morals are taught from good stories than in any other way. Not stories that preach, but wholesome good stories with the moral hidden away as kernel. "Let the story itself be the fair working out of its condition—be the moral."

Sara Wiltse says: "There is no wrong habit, wrong tendency or weak point that cannot be attacked by the right use of the story."

Having told one time in the first grade room of a city school the story of the "Red-headed Woodpecker," I was greatly surprised at recess by having a small Italian boy plant himself by my desk and, with indignation in voice and eye, proclaim: "Her a pig, her are!" Having forgotten the story and thinking some little girl must have been molesting him, I asked: "Who Tony?"

"Her would not give him bread, her would not!"

Then it became clear to me small! Tony, who could understand English, but who had not gained very great mastery in the use of it, had found the underhidden truth in the story—his judgment had been awakened and he was trying to express his feelings in his poor, clumsy way.

We sometimes build better than we dare dream!

There is the heroic story—the age comes when he craves this. Our way is now open to plant noble seeds that we hope to have mature and blossom into noble deeds and noble lives.

Now is the time for patriotism and chivalry, and finally the leading up to an interest and love of history.

This is the age when he is looking for a hero after whom to pattern his life and deeds.

We must find these ideals of his, and, if unworthy, try to substitute the worthy. How better can we do this than by good stories?

In a city school where (shall I say?) conditions were somewhat depraved and where stories were very much needed, I felt it would be interesting to make a little test and find what ideals and ideas these small people were entertaining; and so I tried a test that, perhaps, you have also tried. It is not by any means new. As these were young children. I said: "You may draw on your papers what you want to be when a man, a woman."

Upon examining the papers, on the boys were found—queer things meant for men with huge clubs in hand; on the girls—other queer things intended for women with pointers high in air. It was hardly worth while to ask what they wanted to be and why they wanted to be it. The boys answered unanimously (and I'll use their words) "cops." The girls answered "teachers."

To the question "why?" the boys answered, "to club men;" the girls answered, "to whip bad boys."

Surely a good field for work and plenty of it!

These boys must have held before them the real value of the office of policeman, how he protects and cares for the community. That it is just as honorable and valuable to be a good policeman as to be anything else. These girls must be impressed with the love and the care of the teacher for these little children with whom she constantly lives the greater part of the day.

This same little test I have tried in country schools. It has been helpful and interesting. It showed me this, that children are watching and longing to pattern after the person or persons that do some one thing well in a community.

In one town the majority of girls wanted to be music teachers. Why? Upon investigation it was found that there was an especially good teacher in that town. In another town the girls wanted to be milliners. Why? Because millinery stood for something in that town. In another town the majority wanted to be housekeepers. Why? I did not stop to investigate, but I supposed the matrimonial question must rank high in that town. And so on. Since then a better and more careful test has been made of the whole country, which I think has been or will be published in our *Atlantic Monthly*.

While speaking of tests, let me speak of another made in regard to children liking prose or poetry most. They were asked, Do you like prose or poetry most and why? The majority answered, Prose, because we can understand it best.

And then I read them a poem, one of our beautiful masterpieces, so dwelling upon it as to bring out the story. And then do you know what they said? They believed they liked poetry most because it was so beautiful, after they had found the story.

Ah, what are we looking for in all things? The story! What is it that makes life, art, literature richer? The story!

Stanley Hall has said: "Of all things that a teacher should know how to do, the most important without any exception, is to be able to tell a story."

A child indeed demands a good story and a clever teller of stories.

The story told has a great advantage over the story read, as is said: "He gets the story plus your personality."

There is no barrier of book between you and him. You are at liberty to look him straight in the eye, to lead him where you will.

If you can tell a story well, it is a good way to walk right into the heart of a child and reign supreme.

It is "a very old art and a very beautiful one. Some few have been born with it and many have acquired it."

They know you—these sharp, little critics, know you as soon as they see you; and, if you are a really good story-teller, they take you to their hearts at once; if not, they pass you with contempt.

"Here her comes, fellows! Here her comes!" Why all this unusual joy and gladness at the approach of a plain, faded little woman?

You scratch your wise head while you think. Ah, you are not as wise as they. You look not beyond a worn gown and a still more worn and tired face; but they, they know that this little woman is just full to the brim with stories; and when she tells them, in their eyes she is really beautiful.

A human heart full of sympathy and love is the first thing. Then, according to McMurry: "There must have been a rich experience in all the essential realities of human life. He must have seen, felt and lived through these experiences. And then there must be a knowledge of the mental resources of children."

In preparing, select a story with definite plot and full of action; study it carefully making each of its points thoroughly your own—as has been said, "be so full of your story, the picture, the children, that the story will tell itself."

In telling, begin with as little introduction as possible; make your points simple, direct and logical; use tact in adapting it to the audience; remembering that good English, sweet tones and perfect enunciation mean much.

A child knows when a story-teller loves her story and he loves it with her.

As has been said, "the story-teller who loves her children and her story, knows there is no greater stimulus than that of upturned faces, widening eyes and breathless interest."

In conclusion: If you wish to connect the home and the school life and promote the social spirit—tell stories!

If you wish to create a good atmosphere in your schoolroom, win the unruly, encourage the timid, touch the rough, make discipline easier—tell stories!

If you are working for the spiritual, moral and intellectual growth of children—tell stories!

If everything goes "dead wrong," as the boy says, tell a story; for the greatest of all kindergartens has said: "Story-telling is a strengthening spirit bath."

And last, if you want to be remembered as a ministering angel, that memory growing richer with advancing years—tell stories!

Oh, Maryland, in all the land,
No fairer State we find;
Your broad fields stretch on every hand,
Your waters zigzag wind.

Your record gleams on History's page,
With deeds both brave and grand;
Your scholar and your wise old sage,
Are known in many a land.

Then, Maryland, from out your store,
Of rich, abundant fare,
Give us this—your fine, old lore—
In story form, most rare.

Teach those of your fathers grave,
And of your mothers kind,
The value of the story told
Upon the tender mind.

Then, Maryland, Oh, Maryland,
Your sons and daughters, too,
Shall make a stand in any land,
In praise and song of you.

Mr. H. O. Sampson, United States Department of Agriculture, was then introduced by Dr. Cain. He spoke upon "Agricultural High Schools in Maryland."

AGRICULTURAL HIGH SCHOOLS IN MARYLAND.

Fellow Teachers: It gives me much pleasure as a teacher of your own State, and also as a representative of the United States Department of Agriculture, to talk to you for a short time today on an interesting and important phase of school work. The "teaching of agriculture in the public school" is something new, as you know, and as most new departures, will come in for its share of criticism. Some people will ask, "What is the use of teaching agriculture in the schools?" "Why not teach the other life industries as well?" Let us consider for a short time a high school situated in a rural community. The boys and girls who attend such a school naturally come from the farms. Their life work in most instances will be on the farm. Why not teach them something about their life work? Some will say, "They will not stay on the farm." This may be true, but how much better off they would be were they to stay on the farm. The kind of instruction that should be given in a good agricultural high school will make them desire farm life. There will be fewer boys flocking to the cities to become street-car conductors or \$40-a-month clerks.

A few years ago the only institutions in our country giving instruction in agriculture were the State colleges. These reach but few of the boys and those they do reach naturally become tacticians and find employment

as specialists in agricultural work. Only five per cent. of our pupils in elementary and secondary schools ever reach college. Our whole educational system heretofore has been planned for this five per cent. It is the ninety-five out of one hundred we desire to reach.

Considering again our boy in the rural high school:—We desire him to be a farmer, or, in other words, we desire to give him instruction in what will likely be his life work. There are many things that can be learned about agriculture, and the more our boy learns the better farmer he will become.

This interest in agricultural teaching is widespread. It is being considered in all parts of the country. Wisconsin has two county schools of agriculture, and two more will be started this fall; Minnesota has excellent agricultural high schools in connection with her agricultural college. Georgia and Alabama have Congressional district agricultural schools; Pennsylvania, New Jersey, Indiana and, I am glad to say, Maryland have special agricultural high schools. Perhaps as good a way as any for me to tell you of agricultural schools is to outline briefly the work of the Cecil County School at Calvert. This school is situated in a rich farming section in the northern part of the county. Boys and girls of high school grade who have finished the public grade school are accepted as pupils. The agricultural phase of the work is about as follows:

The first year a study of plant life. We trace the life history of a plant from seed to seed; how a seed placed in the ground absorbs water, swells, bursts its seed coat, sending forth two tiny shoots, one to grow downward forming the root and the other to grow upward forming the stem; how the stem becomes green by the action of sunlight; how growth continues, the root hairs absorbing ground water in which is dissolved plant food; how the colorless gas carbon dioxide enters the leaves, the great chemical laboratory of the tree, where it comes in contact with the sap containing the food absorbed by the roots and forms plant substance; how the plant continues to grow until at last it forms seeds, and its work for one cycle is complete.

We also teach of the effect of environment or surroundings on the plant. How climate, heat, moisture, soil, etc., affect its growth and development. One feature of the work is not to make it too scientific, but to get down to the practical. We tell of the effect of various fertilizers on different soils; make a detailed study of field, orchard and garden crops, treating of the best methods of cultivation, the best crops to grow, how to combat repressive agencies as acidity of the soil, insect and fungus pests, etc.

Do you not think such kind of instruction to a country boy or country girl good common sense? You will find the pupils take kindly to the work. There is absolutely no difficulty in getting them interested, and once you get a boy interested in a line of work,—how easy to teach him! You see this teaching of agriculture is nature study. Could you think of a more

interesting subject to learn about? You all know how interested your pupils are in the things that go on about them. In this agricultural work you have a never-ending series of nature objects to think about.

But I have not told you all about the Calvert School course. The third year we study domestic animals. It is a never-ending source of delight to learn about our animal friends,—the horse, the cow, the sheep, and the hog. Think of a horse—how beautiful he is; how well he is adapted to his specific use in the world; how the draft type, used to pull heavy loads, differs from the race horse, built for speed. Teach the boys and girls about the action of a horse; how the roadster horse must have straight action, that is, not wing or paddle but place one foot straight ahead of the other, and you will have them out in the street looking at the action of passing horses. I have tried this with school teachers, and what is interesting to teachers should be so to their pupils. Some may say, "What is the use of a horse going straight?" You all know that a straight line is the shortest distance between two points. If the horse's foot move in a pronounced curve it has gone the longest way around, thus losing time and muscular energy. Teach the pupils also about eyes, wind (that is breathing), and feet and legs. No legs no horse, is a pretty true saying. You see there is much to learn about horses. We have the other kinds of live stock to study also. You can make a cow interesting to a pupil. Teach him the difference between beef and dairy type. How one is built to put the food on the back and the other to place it in the udder. Show him the difference of development of the parts of the animals—how a beef animal should be blocky, short in the legs, wide and straight of back; and how a dairy cow, the animal that we consider essentially as a machine to turn coarse fodder foods into milk, that health-giving food for man, should be developed in the milk-giving parts.

We then take sheep and hogs, and I forgot to mention poultry, as studies much in the same way. You see there is much to learn about animals and I assure you no farm boy or girl but will be interested in learning about them.

In connection with all work in agriculture there should be laboratory work. About the first thing a teacher will tell you is "We have no money to buy apparatus." In many ways this is fortunate. You can use inexpensive and home-made apparatus. Some of the best experiments I have ever seen demonstrated in a school-room have been with supplies brought from home by the children, and the experiment performed with some appliance made by the pupils themselves. There is an educational value in this that cannot be had when expensive materials are near at hand. Plates, saucers, tumblers, tin cans, bottles, and such things brought from home by the children make a good laboratory outfit. I have with me several copies of Bulletin 186 of the Office of Experiment Stations, United States Department of Agriculture, that tells how to use such

inexpensive apparatus, and I shall be glad to hand these out at the close of the meeting.

Friends, I have told you but a few things about this "teaching of agriculture." I wish I had time to say more. I hope Maryland may soon have more of these secondary schools. They are the right kind of schools and the farmers of the State have a right to demand them. I hope they will do so. This will necessitate some of you studying agriculture. I am glad of this also. There will be summer schools of agriculture that you can attend. There are several of these in various parts of the country this summer. Tennessee, Virginia, New Jersey, New York and Wisconsin have special teachers' summer schools of agriculture. You see people are getting in line. This is no fad and we are not all cranks. I hope soon to see more of this kind of teaching, for it is the kind that will fit the farm boy for his life work.

I thank you.

Maryland State Teachers' Association

List of Members of the Maryland State Teachers' Association for 1906-07.

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W. A. Houston, 1005 Union Trust Building.
Mrs. W. A. Houston, 1005 Union Trust Building.
J. Mont. Gambrill, 2102 Chelsea Terrace.

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Edward Reisler, Polytechnic Institute.
Dr. R. Berryman, Irvington.
J. E. McCahan, Administration Building.
Dr. H. West, Administration Building.
William Taylor, Group V.
Charles W. Byrn, 1005 Harlem Avenue.
Mrs. Charles W. Byrn, 1005 Harlem Avenue.
Virginia Brown, Group J, North Avenue and Washington Street.
Louise Holtzman, Group F, Bond and Jefferson Streets.
M. Whilthouse, Group P, Millington Lane.
Mary E. Worth, Group P, Millington Lane.
F. O. Lang, Group P, Millington Lane.
Louise Schmidt, Group P, Millington Lane.
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Laura V. Davis, Administration Building.
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Clara Crowley, 523 North Gilmore Street.
Arthur Crommer, Towson.
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Sarah E. Richmond, State Normal School.
Martha Richmond, Group W, Hampden.
N. Grace Clark, 16th Street near Eastern Avenue.
Minnie Murphy, 425 North Carey Street.
Bessie Richardson, Cor. St. Marys Street and Rowland Avenue.
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Clara V. Mace, 214 East 22nd Street.
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Albert S. Cook (Superintendent), Towson.

John Arthur, Fork.
G. Herbert Rice, Catonsville.
Reister Russell, Reisterstown.
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HARFORD COUNTY.

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Lena C. Van Bibber, Bel Air.
Charles T. Wright (Superintendent), Bel Air.
William P. Steadman, Bel Air.
Charles T. Wilson, Havre de Grace.
A. F. Galbreath, Darlington.
Herbert Owens, Jarrettsville.
C. S. Brumbaugh, Bel Air.
Ada V. Street, Darlington.
Florence J. Porter, Aberdeen.

Annie Linsley, Edgewood.
Hattie Bogley, Fulford.
Bessie Zimmerman, Cole.

HOWARD COUNTY.

M. Aline Roueche, Elkridge, R. F. D. No. 1.
Emma E. Shipley, Lisbon.
Mr. F. Smith, Lisbon.
Mrs. F. Smith, Lisbon.
Mr. Lippy, Ellicott City.
Mrs. Lippy, Ellicott City.
Elizabeth Meade, Ellicott City.
Bertha R. Brown, Ellicott City.
Cora Iglehart, Simpsonville.
Bessie Gambrill, Albertain.
A. C. Linthicum, Elloak.
Annie E. Johnston, Ellicott City.
Naomi Leishear, Dayton.
Mrs. Daniel Eissler, Savage.
Tempie Bassford, Savage.
Mabel Jones, Savage.
Ella Merritt, Ellicott City.
Lillian Earp, Simpsonville.
Katharine Warfield, Simpsonville.
E. L. Linthicum, Elloak.
Burnice Barnes, Lisbon.
Mae G. Childs, Highland.
Mamie Dudley, Sykesville.
Mrs. George W. Carr, Ellicott City.
Marie Carr, Ellicott City.
Eugenia Carr, Ellicott City.
Etta Hannigan, Mayfield.
Thomas Dickey, Savage.

KENT COUNTY.

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Viola Woodall, Millington.
Milton Melvin (Superintendent), Chestertown.
J. A. Greenwood, Rock Hall.
A. L. Greenwood, Rock Hall.
Anna B. Weer, Galena.
Julia Brinsfield, Millington.
Evelyn Brinsfield, Millington.

Mattie G. Hazell, Millington.
Helen T. Strong, Rock Hall.
Mary R. Camp, Rock Hall.
Dr. James W. Cain, Chestertown.

MONTGOMERY COUNTY.

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Josephine Wellmore, Silver Spring.
Amanda Griffith, Darnestown.
Lena Tolson, Colesville.
Blanche Fawcett, Spencerville.
Beulah Fawcett, Spencerville.
Effie Barnsley, Rockville.
Mary Kelley, Darnestown.
Kathleen Rhodes, Germantown.
Claudia Claggert, Rockville.
Ira C. Whistaere, Gaithersburg.
Lillian Green, Germantown.
A. C. Tolson, Colesville.
Marian Davis, Colesville.
Maude Broune, Darnestown.
Elinor M. Cissel, Darnestown.
Frank Watkins, Silver Spring.
Mrs. Frank Watkins, Silver Spring.
Nora J. Rabbitt, Derwood.
Earle B. Wood (Superintendent), Rockville.
Mrs. Earle B. Wood, Rockville.
Altie M. Bartgis, Poolesville.
George Lamar, Rockville.
Roger Farquah, Rockville.
Zadoc M. Cooke, Gaithersburg.
George R. Rice, Travilah.
Dr. J. H. Stonestrat, Barnesville.
Hazel Cashell, Lay Hill.
Sallie P. Brooke, Sandy Spring.
Ella Barnsley, Noebeck.

PRINCE GEORGE'S COUNTY.

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Miriam Penington, Forestville.
Evelyn V. Lewis, Landover.
Belle Scott, Landover.
A. M. Magruder, Landover.

QUEEN ANNE'S COUNTY.

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Ethel Tucker, Centreville.
Mary Johnson, Centreville.
Lida Price, Centreville.
Ethel Clements, Crumpton.
Emma E. McKnett, Templeville.
Blanche Price, Fords Store.
Mary Butler, Fords Store.
Anita Butler, Fords Store.
Eunice Beck, Sudlersville.
Sussie S. Sparks, Sudlersville.
Edna A. Price, Roberts.
Ida M. Dodd, Carmichael.
Myrtelle Ford, Fords Store.
Isabel R. Reeves, Centreville.
Clara E. Walls, Church Hill.
C. E. Walls, Church Hill.
Lela Thomas, Stevensville.
S. W. Wilson, Barclay.
Emily V. Straugn, Barclay.
Henrietta Brierley, Centreville.
Nellie Clash, Centreville.
Lulu E. Bartlett, Wye Mills.
Nannie M. Thompson, Centreville.
Graham Watson, Centreville.
Nicholas Orem, Centreville.
Nannie P. Keating, Centreville.
Grace Newnam, Church Hill.

SOMERSET COUNTY.

Carrie L. Gunby, Marion.
Florence Gunby, Marion.
Prof. W. H. Dashiell, Princess Anne.
Mrs. W. H. Dashiell, Princess Anne.
Bernice Comer, Tulls Corner.
Sallie Comer, Tulls Corner.
Mattie Scott, Chance.
John Horsey, Crisfield.
Mrs. John Horsey, Crisfield.
Sadie M. Parks, Chance.

ST. MARY'S COUNTY.

Marie Jarboe, Pearson.
Virginia Wise, Pearson.

WASHINGTON COUNTY.

Mary T. Boswel, Clear Spring.
Amanda Barr, Hagerstown.
Nellie M. Reynold, Funkstown.
Annie Hollyday, Funkstown.
B. Frank Conrad, Hagerstown.

WICOMICO COUNTY.

N. Crawford Bounds (Superintendent), Salisbury.
N. Price Turner, 205 Bird Street, Salisbury.
C. Nettie Holloway, Salisbury.
M. Annie Norris, Salisbury, No. 3.
Mary A. Colston, Salisbury, No. 5.
Edith Lulu Ford, Tyaskin.
J. Walter Huffington, Salisbury.

WORCESTER COUNTY.

Lee Carey, Berlin.
Mary B. Pusey, Pocomoke City.
Edna Waters Whaley, Snow Hill.
Angie Hudson, Whaleyville.
E. Clark Fontaine, Pocomoke City.

MISCELLANEOUS.

Geo. D. Gideon, 1412 Arch St., Philadelphia, Pa.
Nettie M. Nicholson, 923 Ninth St., N. W., Washington, D. C.
Mabel Price, Middletown, Del.
Edith McMenn, 636 Emerald Street, Harrisburg.
Esther Foggart, Fort Washington, Penna.
Bertha Brown, Pine Grove, Penna.
Governor Edwin Warfield, Annapolis.
Robert C. Cole, Baltimore.
Zadok P. Wharton, Stockton.
Glenn H. Worthington, Frederick.
Rufus K. Wood, Sparrows Point.
Wm. G. Purnell, Frostburg.
M. Bates Stephens, Annapolis.
Mrs. A. B. Hopkins, Newburyport, Mass.
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